Unit 0 Let's Remember

Lesson 1 & 2

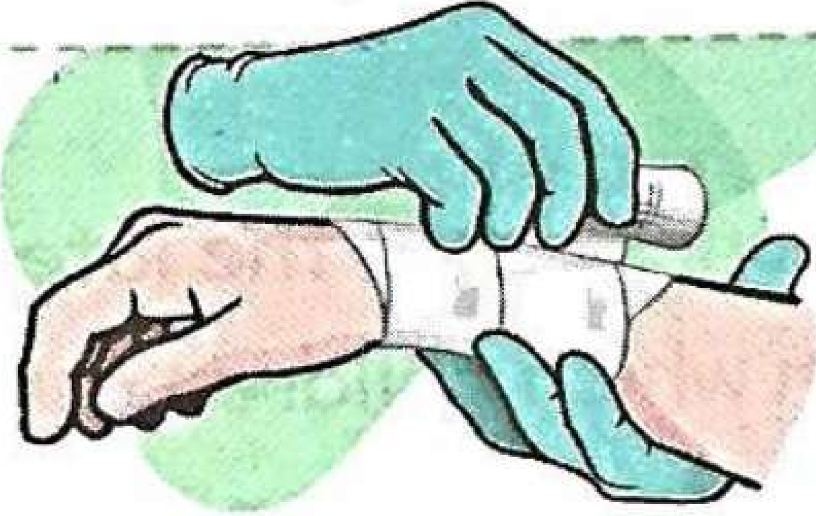
Vocabulary

Nouns:

oasis واحة



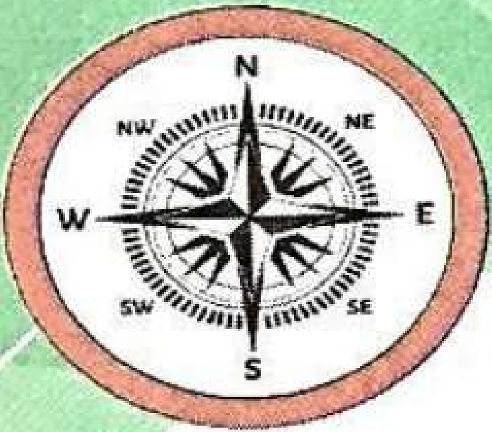
bandage ضمادة



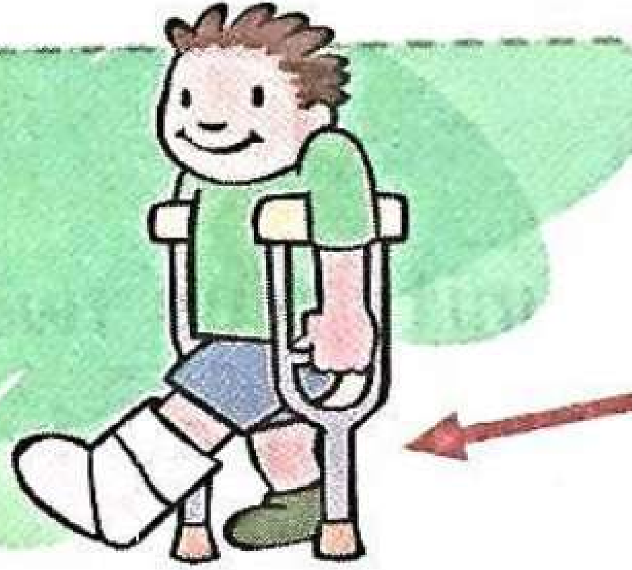
toddler طفل يحبو



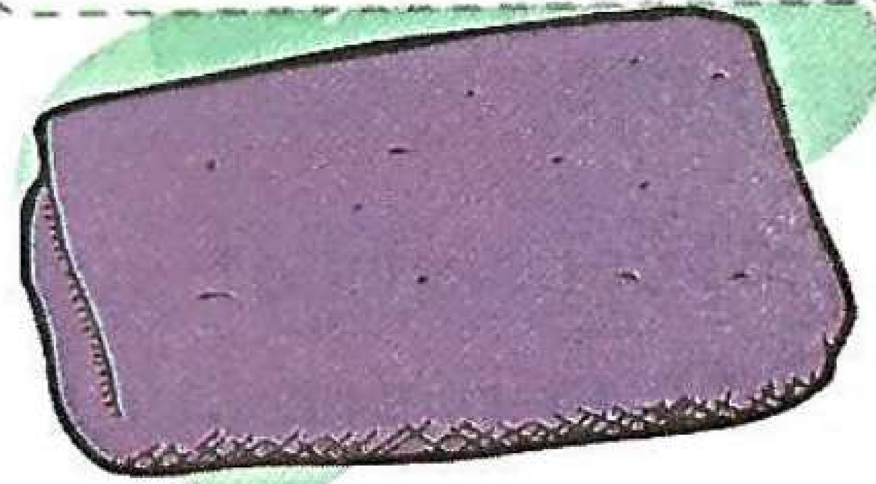
compass بوصلة



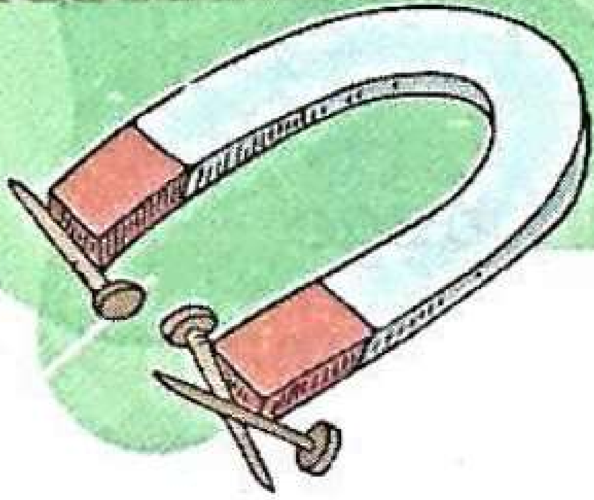
crutches عكازين



fiber قماش



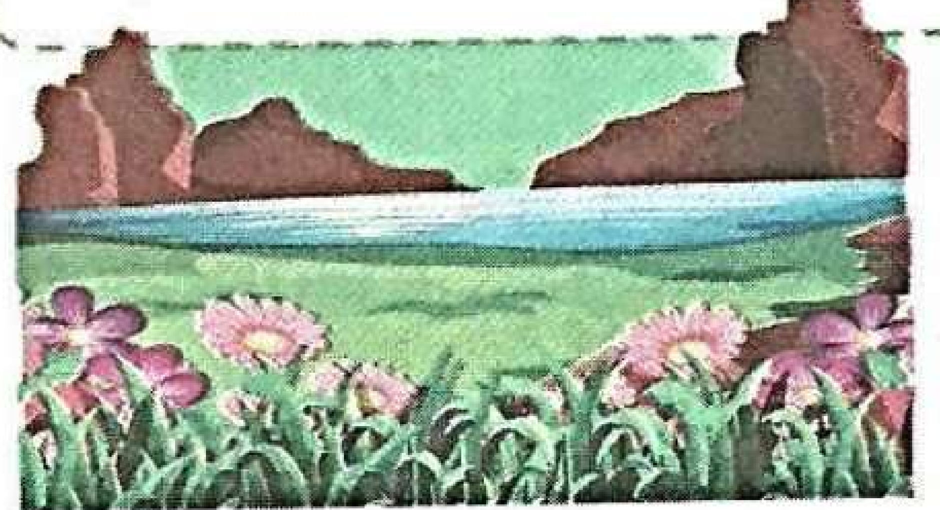
magnet مغناطيس



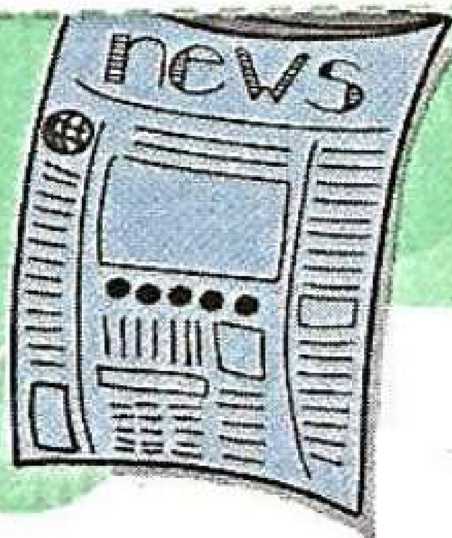
wetland
أراضي رطبة / مستنقع



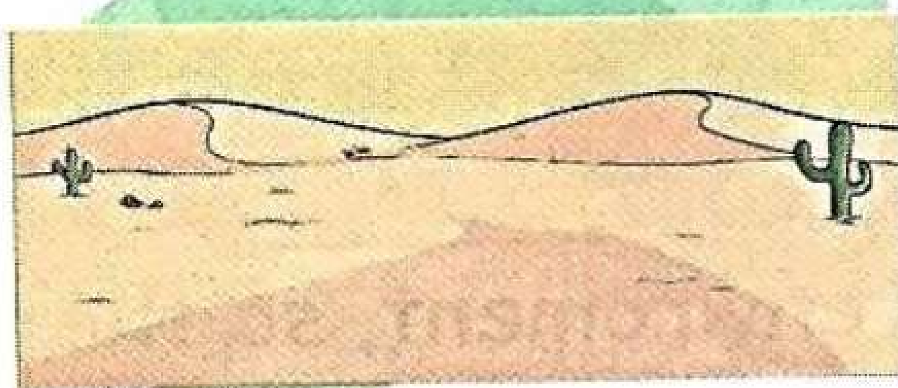
spring عين / ينبوع ماء



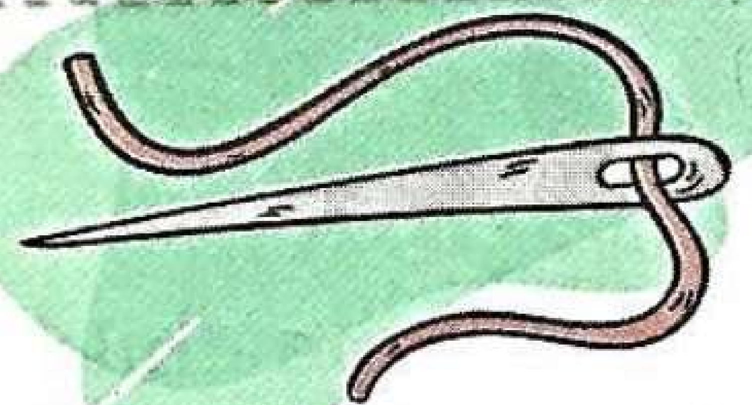
article مقالة



desert صحراء



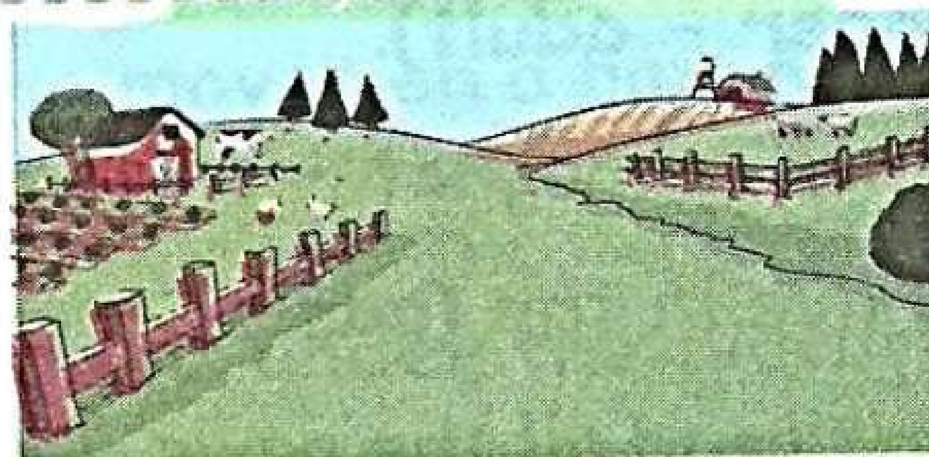
needle أبرة خياطة



teenager مراهق / تحت العشرين



grassland مراعي / غابة / حشائش



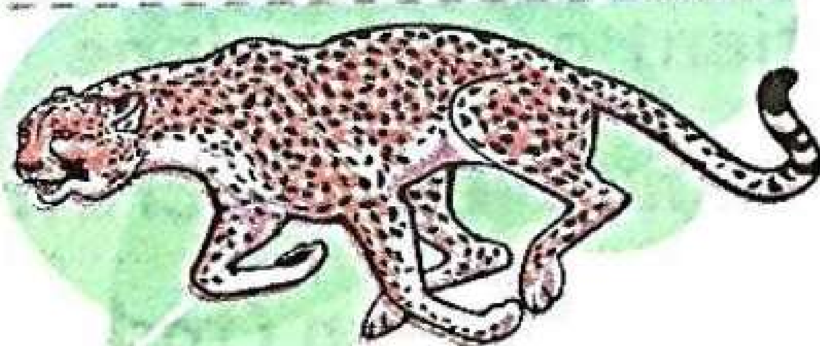
Other vocabulary:

Nouns:

adult بالغ



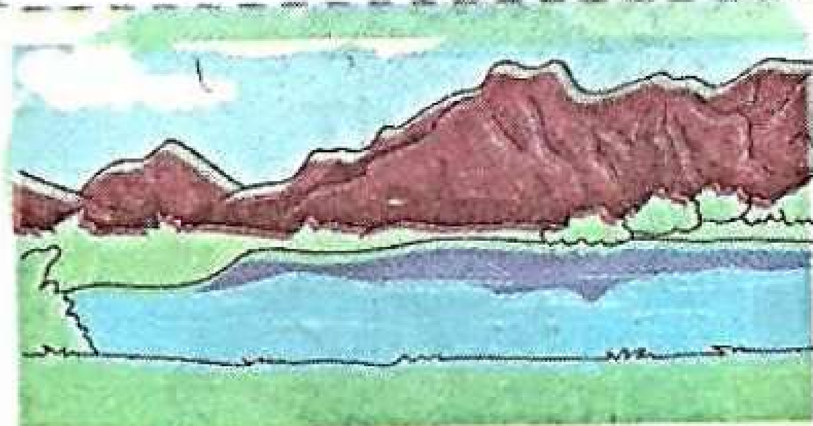
cheetah الفهد الصياد



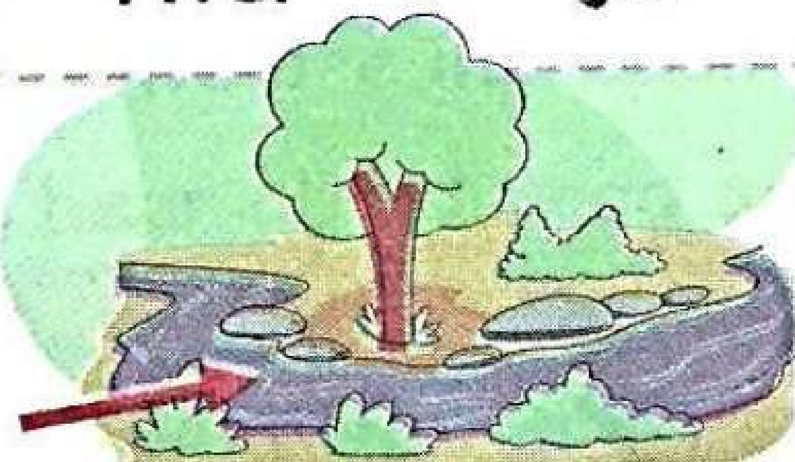
vitamin فيتامين



lake بحيرة



river نهر



macaw ببغاء المكاو



chimpanzee شمبانزي



first aid kit شنطة إسعافات أولية



protein بروتينات

nutrients عناصر غذائية

caption تعليق على الصورة

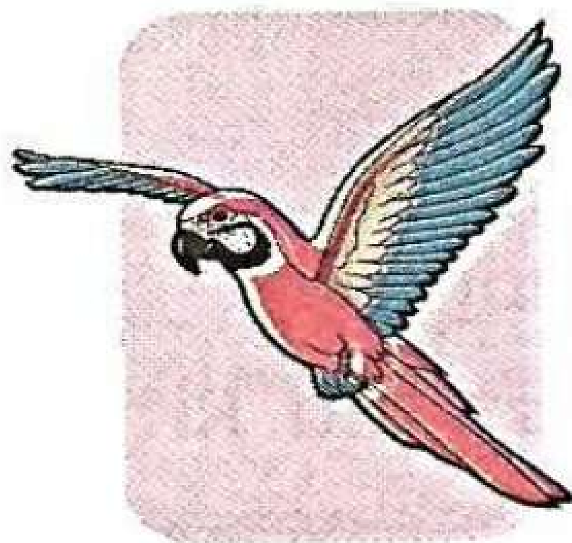
Connect Plus

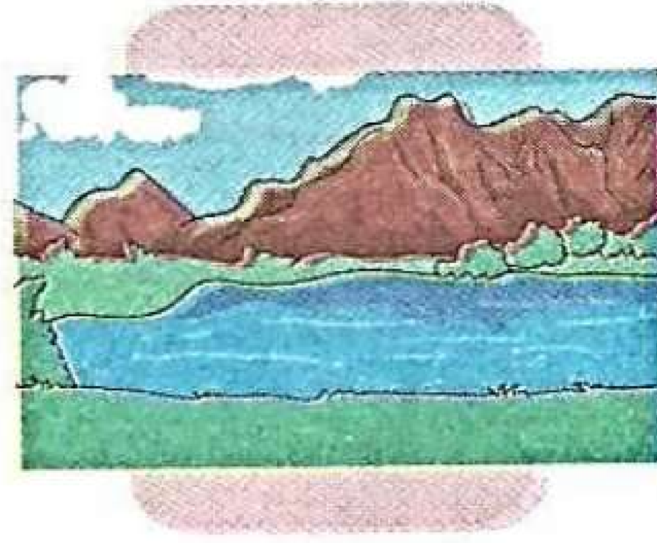
Read and choose:

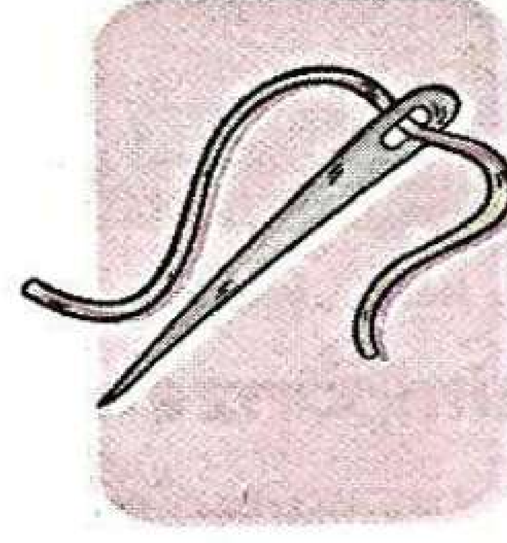
1. My brother is a secondary school student. He's a/an **(baby – teenager – adult)**.
2. We need a **(magnet – compass – syringe)** to find out the directions.
3. Lions live in the **(oasis – grassland – spring)** of Africa.
4. I didn't read all the news, just the **(titles – headlines – addresses)**
5. There is a/an **(object – article – advertisement)** on "Teenagers Problems" in Al-Ahram Newspaper.
6. A **(fiber – magnet – compass)** attracts iron nails.
7. The nurse gives the patient a/an **(syringe – needle – caption)**.
8. Vitamins and protein are **(nutrients – crutches – fiber)**.
9. My sister learns to walk. She's a/an **(toddler – teenager – adult)**
10. **(Rabbits – Cheetahs – Chimpanzee)** are the fastest wild animals.

Listen and write:


d..............


m..............


l..............


n..............



a..............


b..............


r..............


s..............

Read and match:

1. There is a bandage
2. He can't walk
3. This pullover is
4. Read the
5. There are water springs

a) so he moves on a pair of crutches.
b) captions under the pictures.
c) made of good fiber.
d) in the oasis.
e) on his injured arm.

Supply the missing parts in the dialogue:

A : Hello! What're you doing?

B : ....

A : An article? What ....

B : About road accidents.

A : Great! Road accidents are increasing nowadays.

B : That's right. We hear about road accidents every day.

A : .... after you finish writing it?

B : Of course you can.

A : Thanks a lot.

Read, order and write:

1. park – a lot of – in – children – the – **There're**.
   ....
2. library – does – go – **How** – she – often – the – to?
   ....
3. used – **My father** – driver – to – bus – be – a.
   ....
4. cheetah – fast – run – **How** – can – a?
   ....
5. like – much – don't – sugar – I – my – in – tea.
   ....

Grammar

Used to → inf a habit in the past, no longer happens.

ستخدم للتعبير عن عادات أو أفعال متكررة في الماضي ولم تعد تحدث الأن

Examples:

- Menna used to sleep after lunch, but she doesn't now.
- Omar didn't use to get up late, but he does now.
- Did you use to read a book before going to bed?

Countable and uncountable nouns الأسماء المعدودة والغير معدودة

- a lot of / lots of + countable / uncountable noun.
- many + countable noun
- much + uncountable noun
- not enough + countable / uncountable noun
- some + countable & uncountable noun (affirmative)
- any + countable & uncountable (negative / question)
- How many + plural countable + are ....? There are ....
- How much + uncountable + is ....? There is ....

e.g.:

- There isn't **any** wood. - There aren't **a lot of** people in the park.
- How **much** bread is there? - How **many** books are there?
- Thee **isn't enough** water in the glass

How + adj ...?

Examples:

- How **fast** can a cheetah run?
- How **heavy** is the luggage?
- How **far** can you go?
- How **often** does she visit the museum?
- How **deep** is the lake?

Read, order and write:

1. usede - to - **We** - go - Saturday - musuem - the - on - to

   ....

2. like - **What** - it - does - taste - ?

   ....

3. too - water - **There's** - cup - much - the - in

   ....

4. sometimes - after - **They** - swimming - school - go

   ....

5. fast - run - you - **How** - can -

   ....

Vocabulary

Nouns:

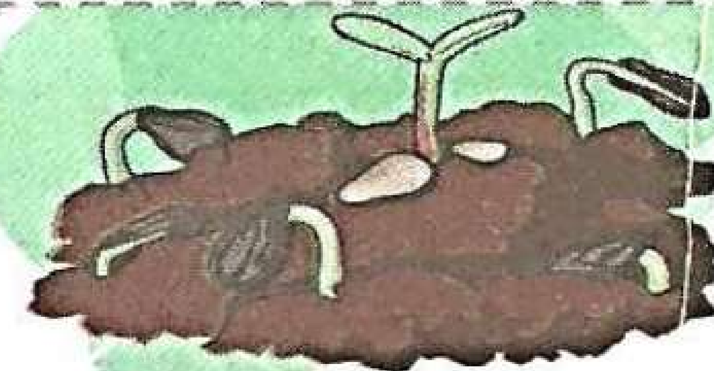
helmet خوذة



interview يجري مقابلة



soil تربة زراعية



plants نباتات



scan أشعة



surgery جراحة



hydroponic farming الزراعة بدون تربة



disease مرض

equipment معدات

injuries إصابات

Connect Plus

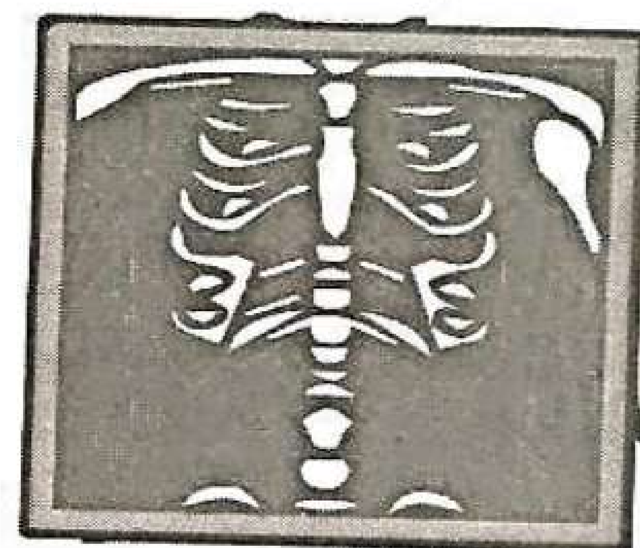
Look, read and complete the words:



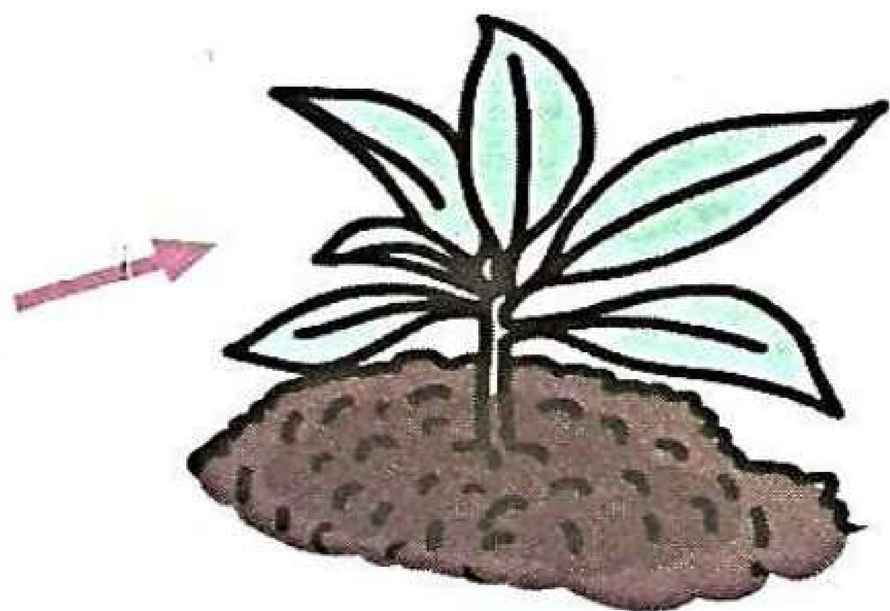
1) h........................



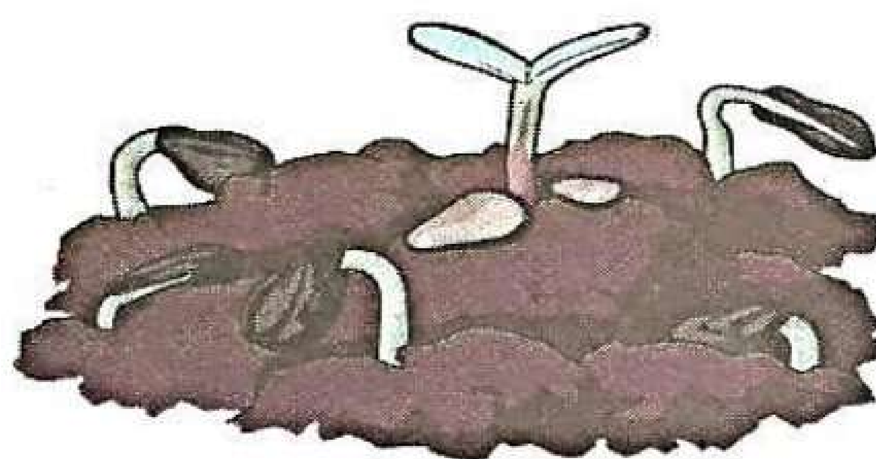
2) i........................



3) s........................



4) p........................



5) s........................



6) s........................

Complete the following sentences choosing words from the box:

surgery – equipment – disease – interview – helmet

1. The new gym near my house has got up-to-date sports ....
2. My grandma is having a .... on her stomach next week.
3. The students are having an .... with a biologist tomorrow in the school library.
4. He suffers fom a rare blood ....

THEME 1 I discover myself

Unit 1 What can I do

SCOPE AND SEQUENCE

Vocabulary	Body systems:, Bone, Blood, heart, lungs , muscles, skeleton, stomach, swallow
Language	Mom wants to tidy the lounge. Capital letters: English, Egypt, Braille.
Reading	A text about senses
Writing	Choosing a suitable title for a text; a paragraph about a healthy lifestyle; notes to plan activities.
Speaking	A dialog about physical and creative activates.
Listening	Interview with children talking about senses; information about Paralympic athletes.
Life skills	Self-management: eating, healthily, living a healthy life Respect of diversity: Differently - abled people
Values	Appreciation of science tolerance.
Issues and challenges	Preventative and therapeutic health Non-discrimination issues
Integrated cross-curriculum topics	Social studies: a healthy lifestyle. Science: body system; senses.

In this unit we will:

- Understand important systems in our body.
- Learn about our brain.
- Form and use regular / irregular present simple verbs.
- Read and learn about our senses.
- Practice when to use capital letters.
- Choose and write a little for a text.
- Plan activities for a summer camp.

Look, read and discuss:

Do you know?

We need a good diet, plenty of water, and enough sleep to be active all day long. Children between 7→ 12 need about eleven hours of sleep per night.



- What is the child doing in the picture?
- Which part of the body do you know?
- What parts of the body do?
- Is it necessary to get enough sleep? Why?
- How much you sleep every night?

Read and find out:

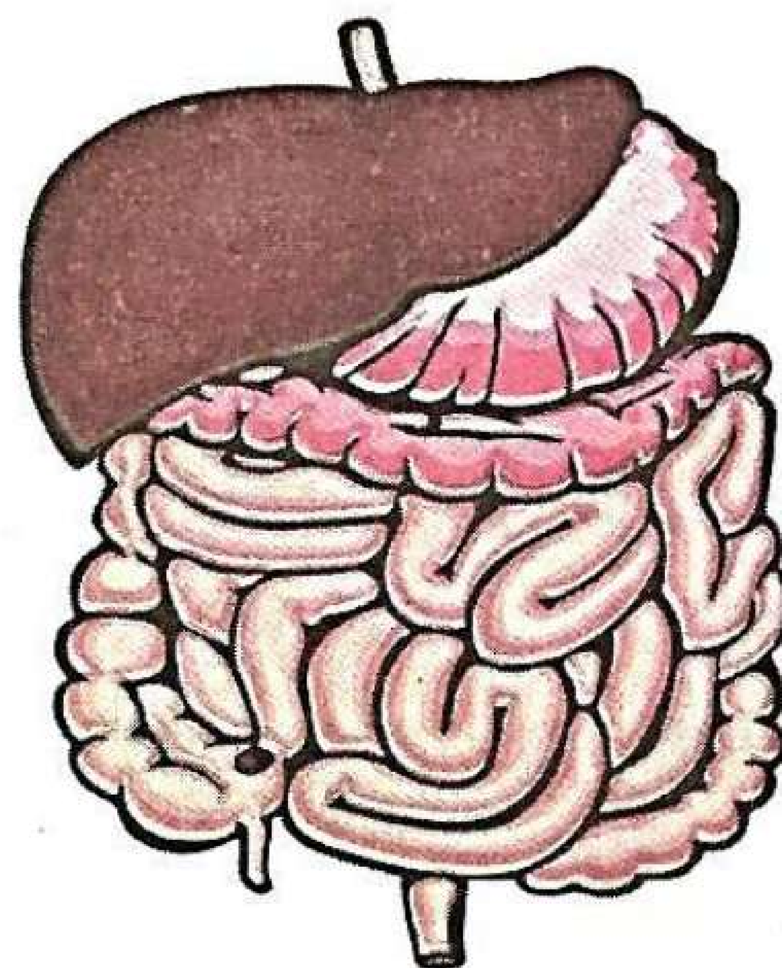
1. What can you do be active all day long?
2. How much does a child sleep a night?
3. How much water should a child drink a day?

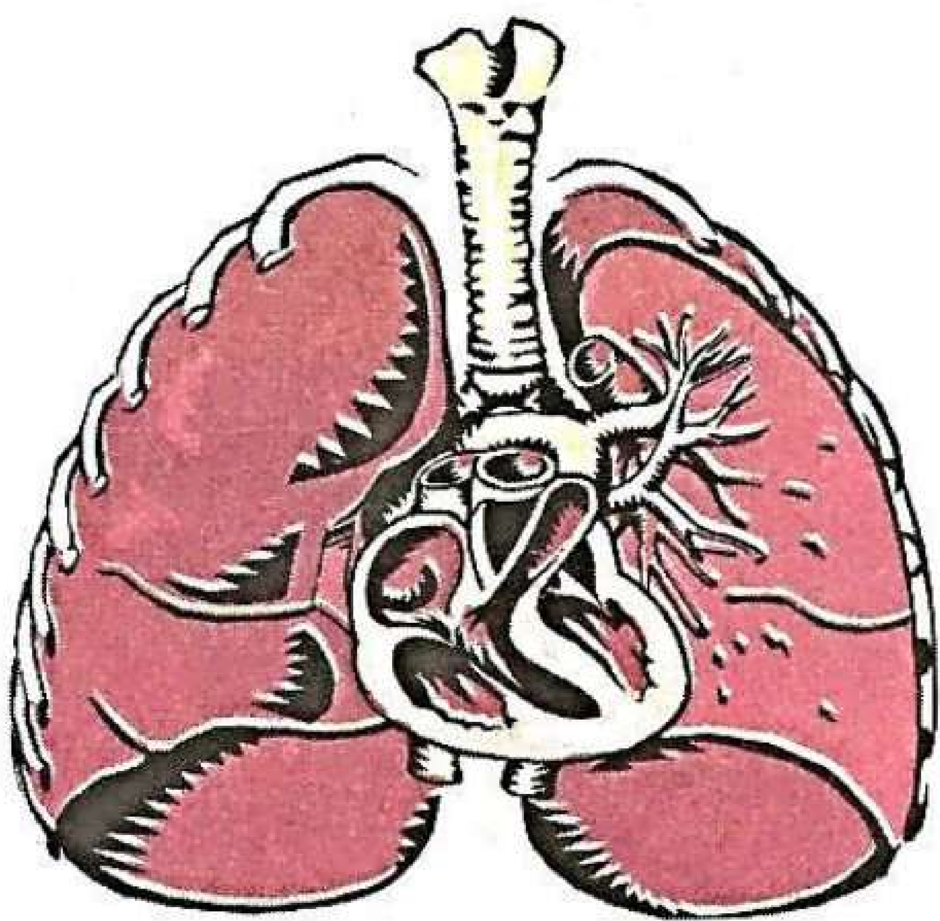
My Body Lesson I

Look, listen and read:

Digestive system

We use our digestive system when eat and drink. We **chew** and **swallow** food, then it goes to our stomach. In the **stomach**, a special liquid changes the food into energy and nutrients that we need in our bodies.



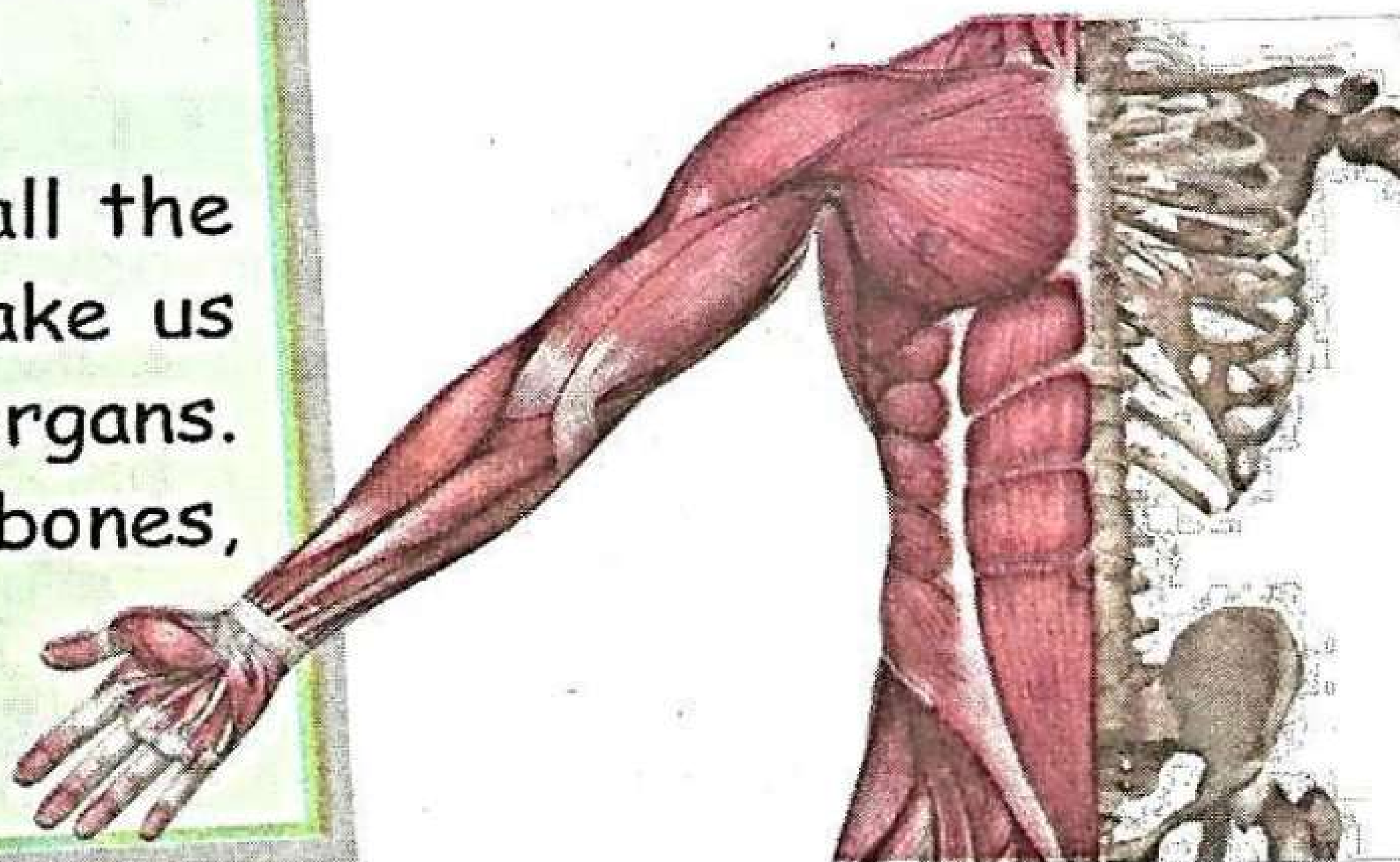


Respiration system

We use our respiratory system when we breathe. We breathe in air through our nose, and it goes to our **lungs**. In the lungs, the oxygen in the air is passed to the **blood**. Our **heart** pumps this blood around our body.

Bones and muscles

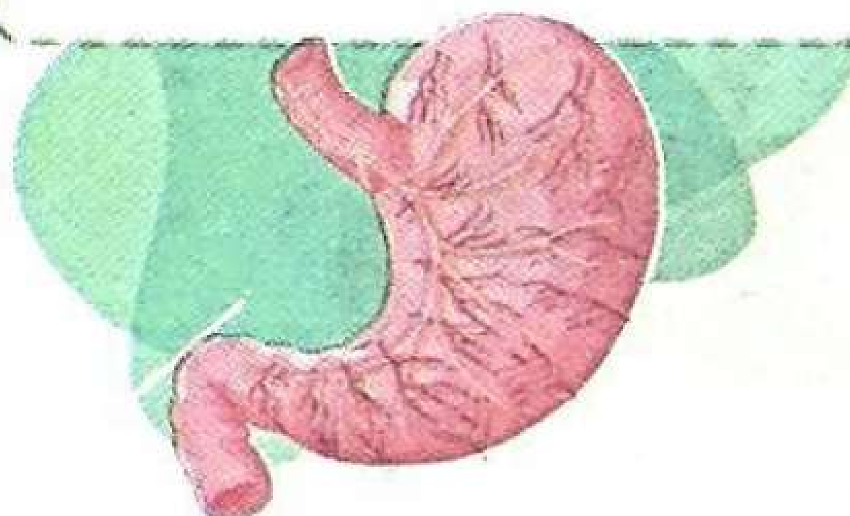
Our **skeleton** is made up of all the **bones** in our body. These make us strong and protect our organs. **Muscles** are attached to our bones, and they lift and turn bones to make us move.



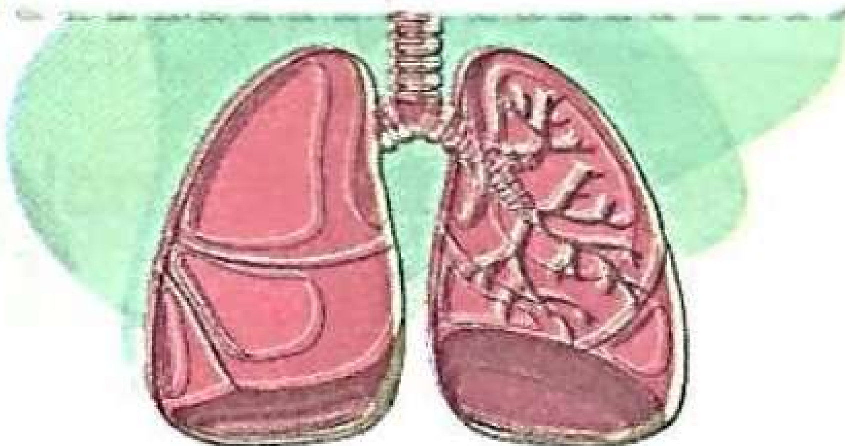
Vocabulary

Nouns:

stomach المعدة



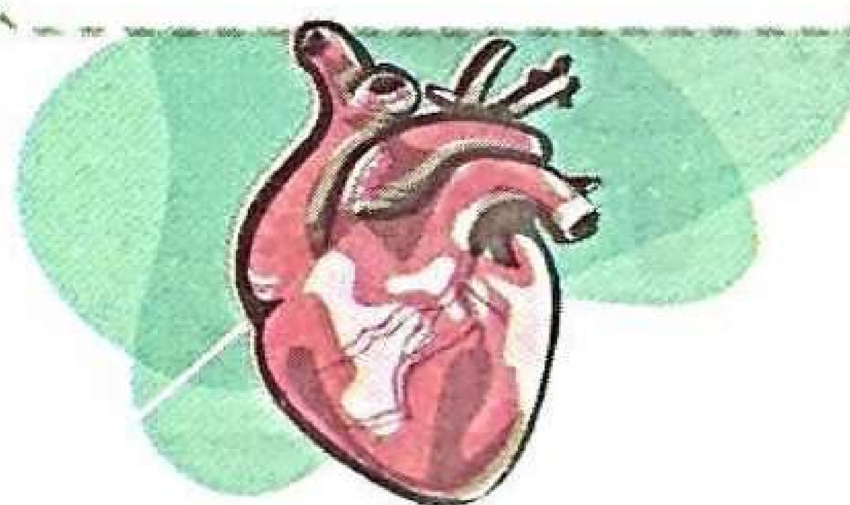
lungs الرئتين



blood دم



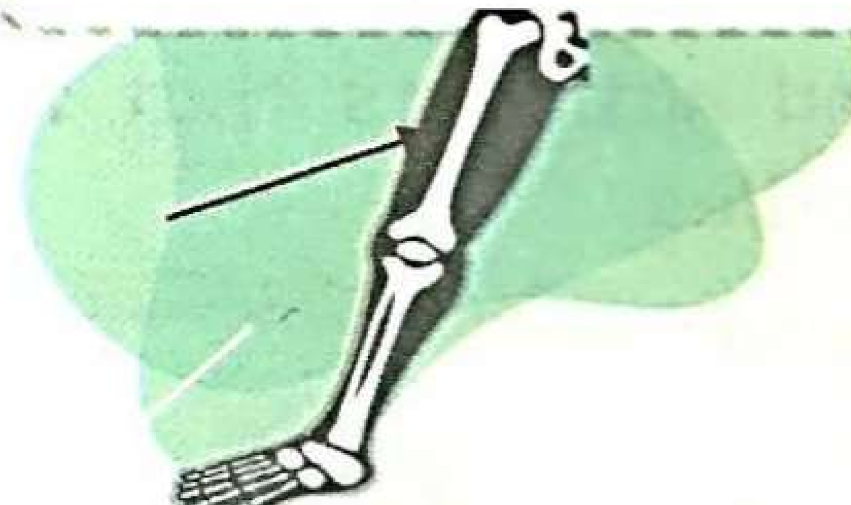
heart للقلب



muscles عضلات



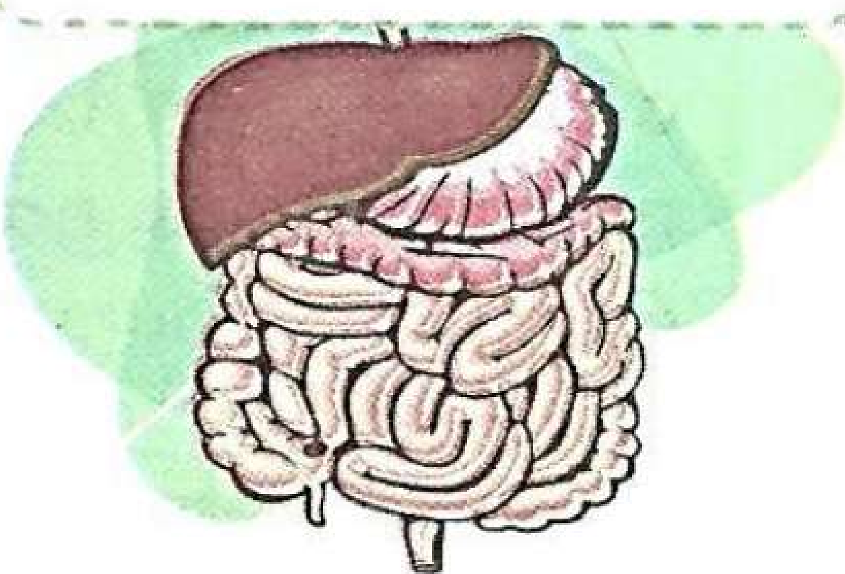
bones عظام



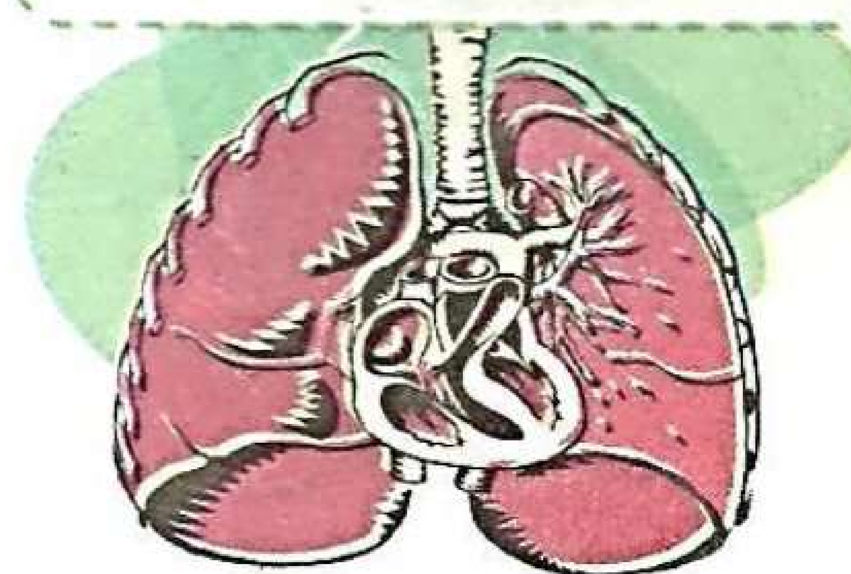
skeleton
هيكل عظمي



digestive system
الجهازالهضمي



respiratory system
الجهاز التنفسي



Verbs:

swallow يبلع



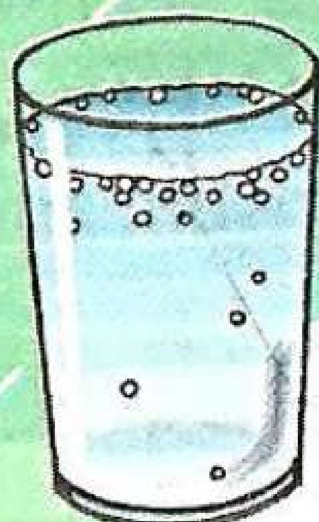
chew يمضغ



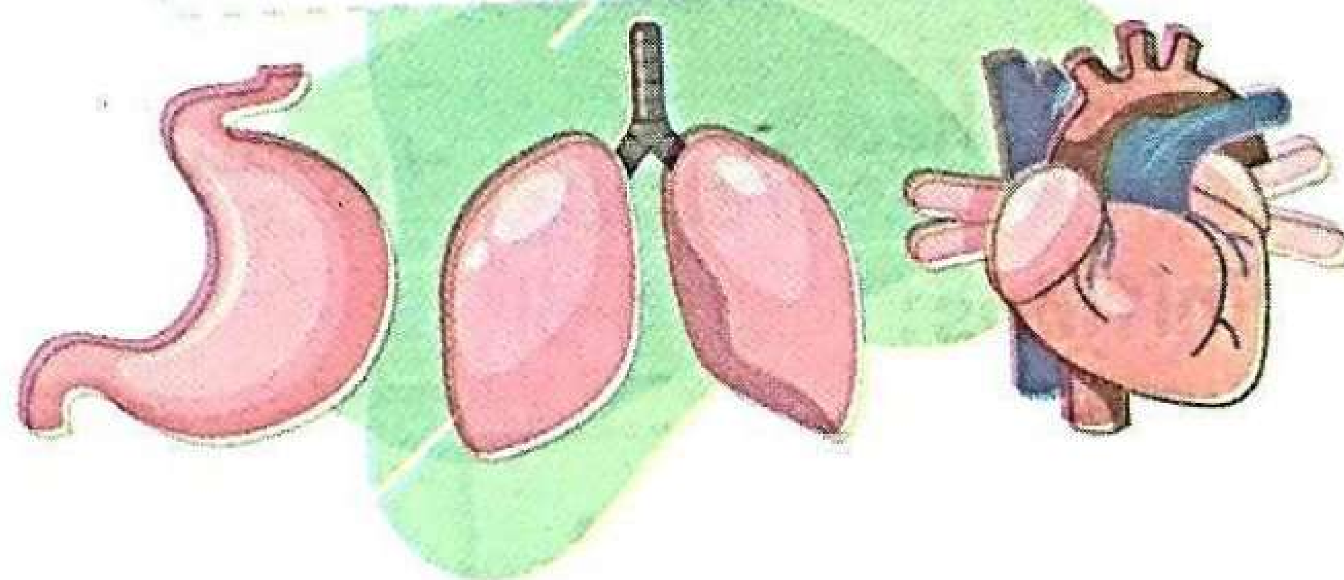
Other words:

Nouns:

liquid سائل



organs أعضاء الجسم



nutrients عناصر الغذائية

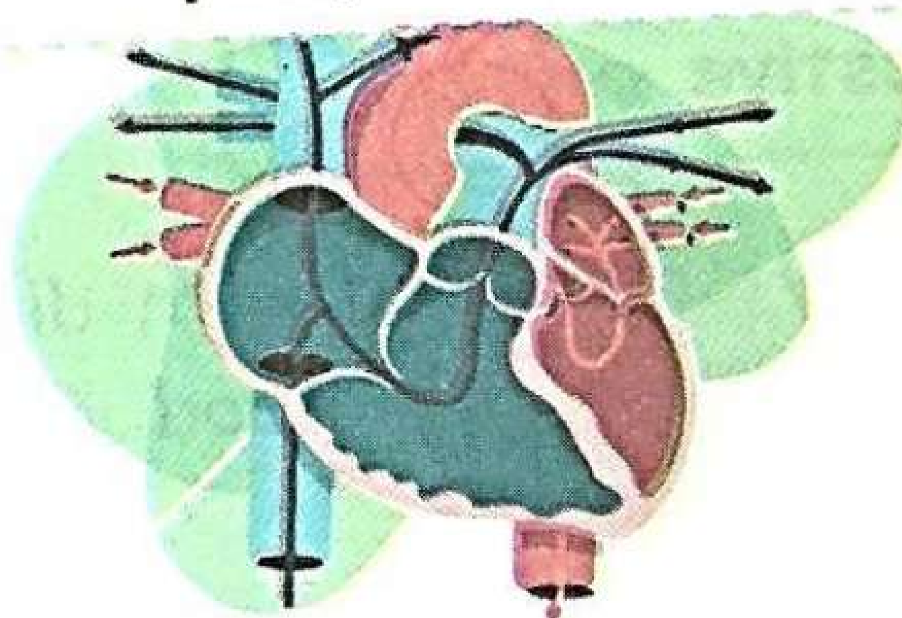
energy طاقة

Verbs:

breathe يتنفس



pump يضخ



protect يحمي

lift يرفع

pass to يمر إلى

Conjugation of verbs: تصريف الافعال

Regular verbs: أفعال منتظمة

present		past	p.p
chew	يمضغ	chewed	chewed
swallow	يبلع	swallowed	swallowed
need	يحتاج	needed	needed
lift	يرفع	lifted	lifted
pump	يضخ	pumped	pumped
breathe	يتنفس	breathed	breathed
protect	يحمي	protected	protected

Irregular verbs: أفعال شاذة

present	past	p.p
eat make	ate made	eaten made

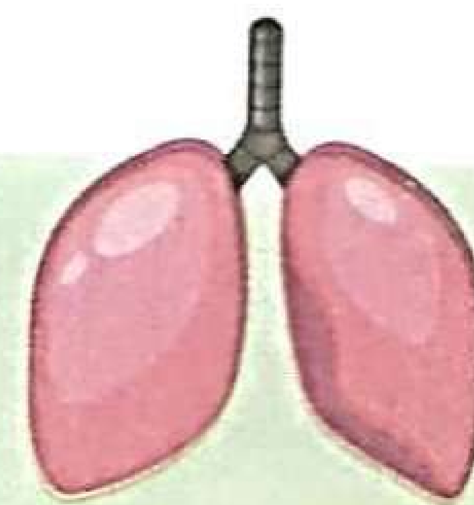
Phrases:

be attached to ملتصق بـ	made up of يتكون من

Definitions:

respiratory system

A system of organs which is responsible for respiration and it consists of the nose, pharynx, larynx and lungs



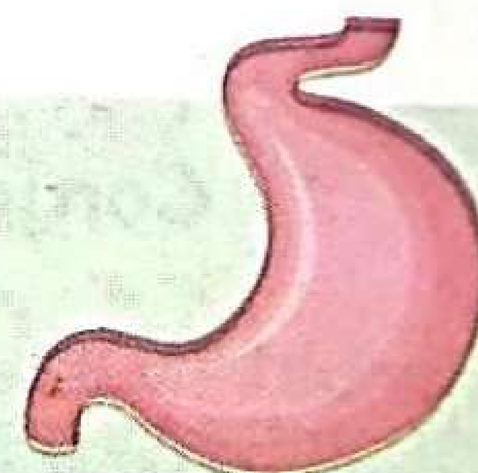
digestive system

The bodily concerned with digestion, and absorption of food and the discharge of wastes



stomach

a sack like organ which digests food by grinding and mixing it with a special liquid, that changed food into energy and nutrients



skeleton

a structure that is made up of all the bones in a human or animal body



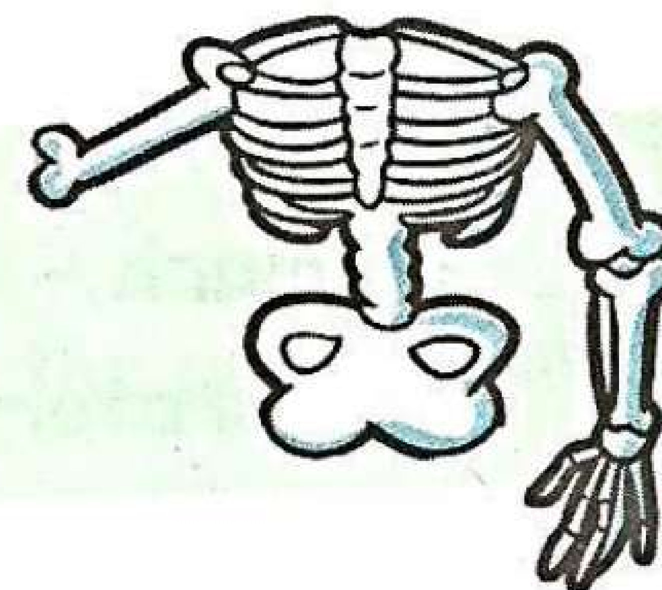
muscles

an organ that is a mass of muscle tissue, which are attached to the bones, they lift and turn the bones to make us move



bones

the hard parts of the skeleton which make us strong and protect our organs



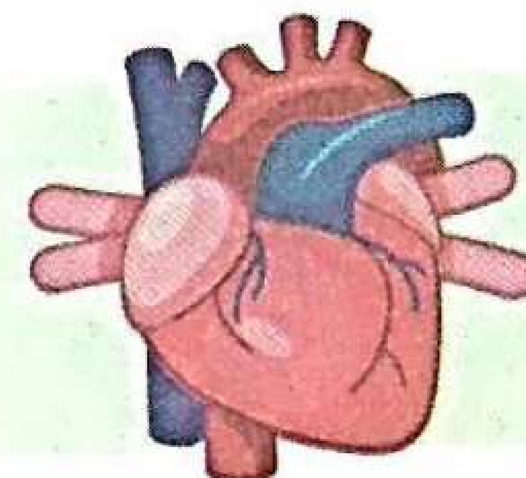
blood

A liquid that circulates in the heart, arteries, capillaries and veins carrying oxygen and nutrients to all parts of body



heart

An organ that pumps the blood all around the body



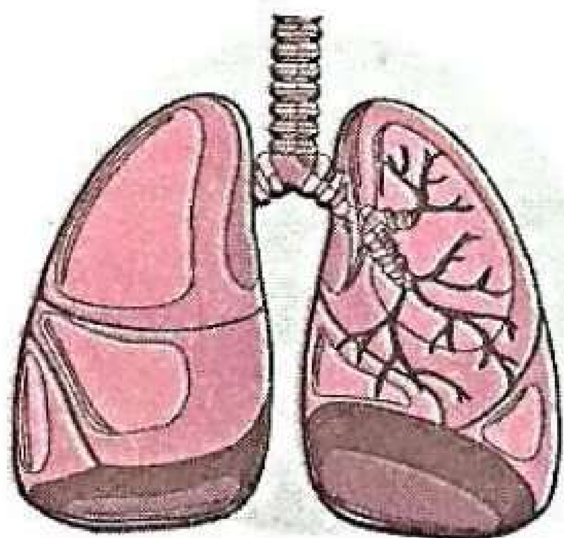
Read and choose:

1. If you eat a lot, you'll have (lung - bone - blood - stomach) pains.
2. (Bones - Muscles - Lungs - Nutrients) are the organs of the body that are inside our chest and are used for breathing.
3. The heart pumps (food - air - blood - liquid) around the body.
4. When you exercise your (lung - heart - stomach - bone) beats faster
5. Weights lifting builds our (bones - muscles - organs - blood).

6. The (muscle - skeleton - heart - stomach) is the structure formed by all the bones in a human or animal body.
7. He's broken a (bone - muscle - skin - hair) in his hand.
8. We should (dink - chew - cook - mix) food well before we swallow it.
9. It's easier to (smell - breathe - swallow - melt) pills if you take them with water.

Look, read and write:

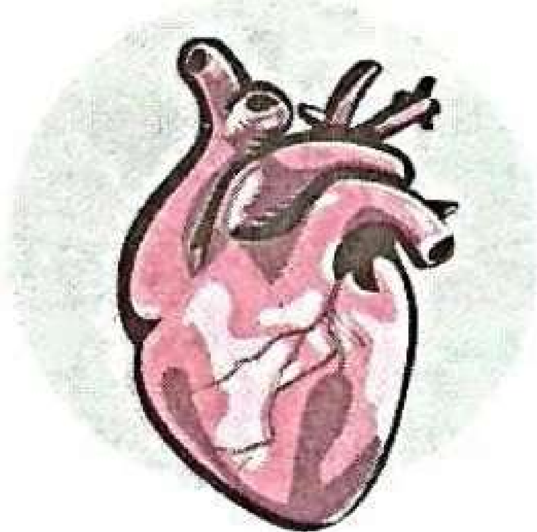
stomach - muscles - digestive system - respiratory system - heart - skeleton



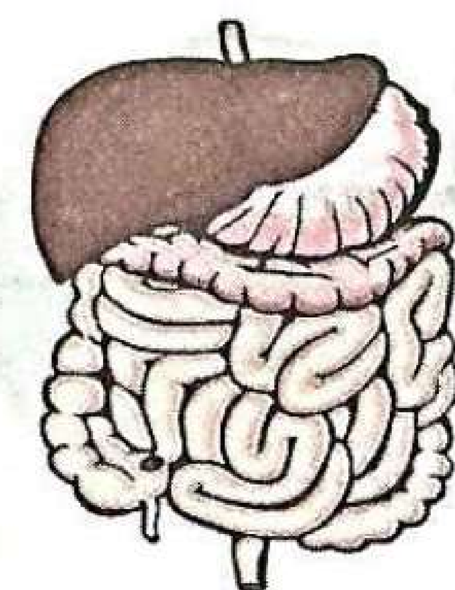
1) ....



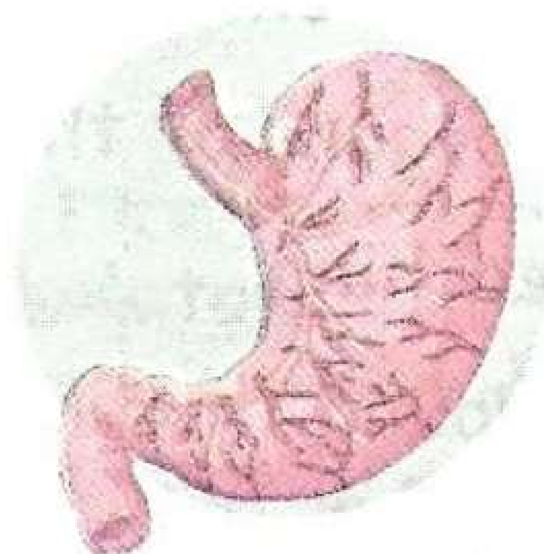
2) ....



3) ....



4) ....



5) ....



6) ....

Read and complete with words from the box:

respiratory system – lungs – stomach – bones – swallow – skeleton

1. .... make us strong and protect our organs.
2. We chew and .... food.
3. We use our .... when we breathe.
4. In the ...., the oxygen in the air is passed to the blood.
5. In the ...., a special liquid changes the food into energy and nutrients.
6. Our .... is made up of all the bones in our body.

Supply the missing parts of the dialogue:

A : Hello, Karim. Can I ask you some questions?
B : Hi, Ayman of course you can.
A : ....?
B : When we breathe.
A : Which organ do we use to breathe in air?
B : ....
A : What happens in the lungs after we breathe in the air?
B : ....
A : What does our heart do to the oxygenated blood?
B : It pumps it around our body.

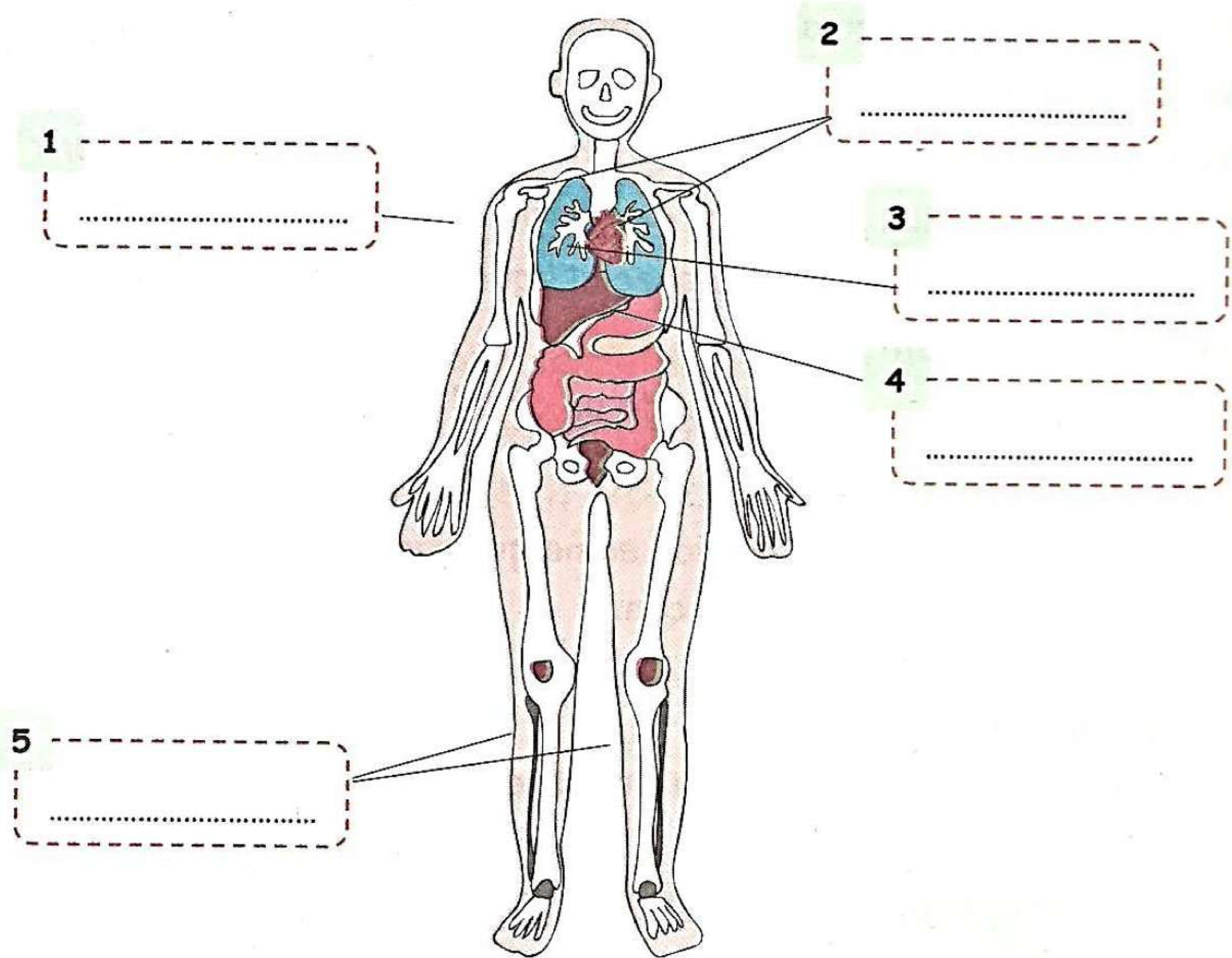
Read and answer the following questions:

1. Where does food go after we swallow it?
   ....
2. Where is oxygen passed to the blood?
   ....
3. What do we have to protect our organs?
   ....
4. How many liters of blood are there in the human body?
   ....

Connect Plus

Look, read and write with words from the box:

bones - lungs - heart - muscles - stomach



Read and rearrange the following:

1. organs - **<u>Bones</u>** - strong - us - make - our - protect.

   ....

2. bones - **<u>Muscles</u>** - attached - are - the - to.

   ....

3. system - eat - drink - **<u>Our digestive</u>** - works - we - or - when.

   ....

4. blood - body - our - **<u>Our heart</u>** - around - pumps.

   ....

Comprehension

Read the passage and answer the questions:

The most important systems in our body is the digestive and respiratory systems. Digestive system works when we eat or drink. We chew and swallow food, then it goes to our stomach. In the stomach, a special liquid changes the food into energy and nutrients that our body needs. Our respiratory system works when we breathe. We breathe in air through our nose, and it goes to our lungs. In the lungs, the oxygen in the air is passed to the blood. The heart pumps the oxygenated blood to all parts of the body.

Answer the following:

1. When does the digestive system work?

   ……………………………………………………………………………………… .

2. Where does food go after we swallow it?

   ……………………………………………………………………………………… .

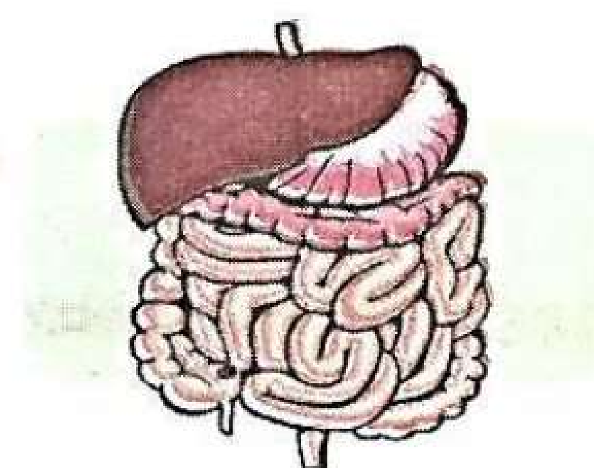
Choose the corect answer:

3. In the stomach, a special liquid changes the food into (blood - energy - waste - vitamin) and nutrients.
4. We breathe in the air through our (nose - mouth - heart - stomach).

Composition

Look, read and write a paragraph of about five sentences on "Digestive system"

digestive system - eat - drink / chew - swallow - food /stomach - liquid - food - energy - nutrients / body - need



………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

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………………………………………………………………………………………………………

Connect Plus

Match the words with the definitions:

1. skeleton	[ ]	a) a system of organs which is responsible for respiration. It consists of the nose, larynx, pharynx and lungs
2. bones	[ ]	b) the bodily system concerned with digestion and absorption of food and the discharge of wastes
3. blood	[ ]	c) a sack like organ which digests food by grinding and mixing it with a special liquid that changes food to energy and nutrients
4. heart	[ ]	d) a structure that is made up of all the bones in a human or animal body
5. stomach	[ ]	e) the hard parts of skeleton which make us strong and protect our organs
6. digestive system	[ ]	f) the liquid that circulates in the heart, arteries, capillaries and veins carrying oxygen and nutrients to all parts of body
7. respiratory system	[ ]	g) an organ that pumps the blood all around the body

Read and match:

1) We use our digestive system.
2) We chew and swallow food.
3) Our skeleton is made up of
4) Muscles are attached to the bones
5) We breathe in air through our nose.
6) In the lungs, the oxygen in the air
7) The heart pumps

a) is passed to the blood.
b) the blood around the body.
c) and it goes to our lungs.
d) then it goes to our stomach
e) all the bones in our body
f) When we eat and drink.
g) and they lift and turn the bones to make us move.

Read and choose the correct answer:

1. **(Blood- Muscles - Air)** are attached to our bones.
2. We breathe the air through our **(mouth - ears - nose).**
3. Oxygen is passed to our blood in the **(stomach - lungs - heart).**
4. After we **(chew - swallow - pump)** food, it goes to our stomach.
5. When we **(eat and drink - breathe - move),** we use our bones.

Connect Plus

Our Senses | Lesson 2

Look and read the text. How do we use our different senses?



We use our senses every day to help us understand the world around us. We use our eyes to see and our ears to hear. We smell with our nose, teste with our tongue, and we can feel with our skin.

Think about where you are now. What can you see? What can you hear? Our senses are working all the time and they take in a lot of information.

Look at the photo. What can the child smell? What do you think he can feel? What kind of food do you enjoy? Some foods are sweet, and some are **savory**. We taste lots of different kinds of food every day.

Some people cannot see or hear, so they have different ways to communicate. People who are deaf or have difficulty hearing can learn sign language. It is a complete language, like English, Arabic or Spanish, and there are different versions of it around the world - sign language in Egypt is different from sign language in the USA.

Braille is a code which people who are blind or have difficulty seeing can use to read. It has different **combinations** of dots. They can be a letter, number, punctuation mark or word. The person reading can touch the dots to find out what they mean. Braille was invented by Louis Braille.

Vocabulary

Nouns:

senses الحواس

sight حاسة النظر



taste حاسة التذوق



touch حاسة اللمس



hearing حاسة السمع



smell حاسة الشم



combinations مجموعة / خليط	savory مملح / كثير التوابل

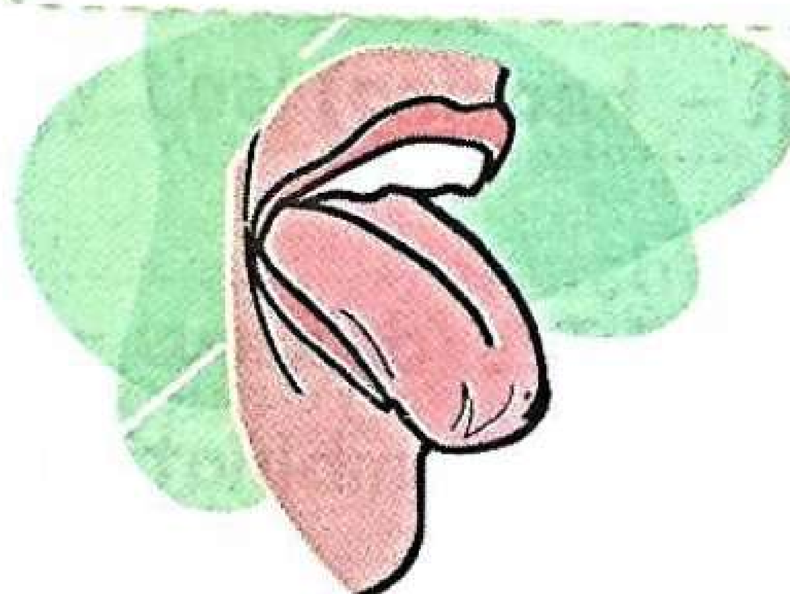
Other words:

Nouns:

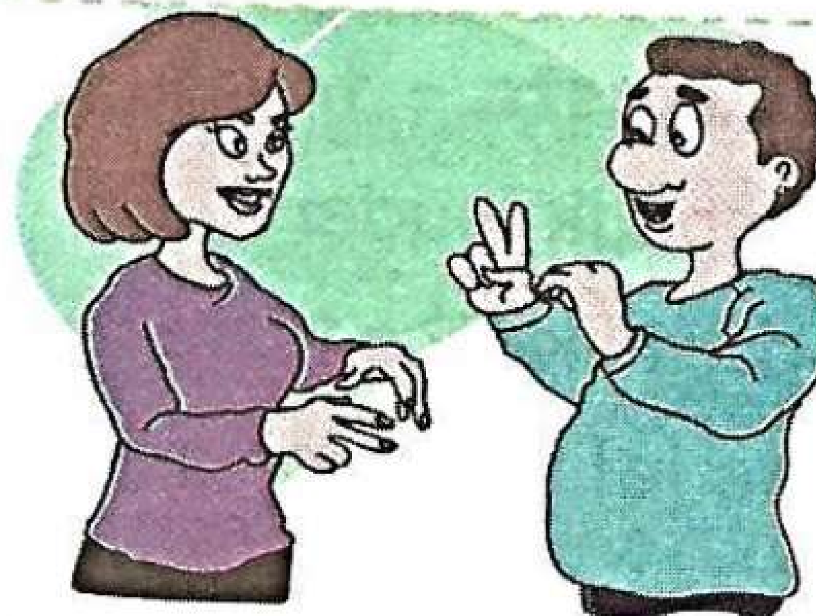
skin جلد



tongue لسان



sign language لغة الإشارة



difficulty صعوبة	versions طبعات / إصدارات	code شفرة

Verbs

Conjugation of verbs

Regular verbs:

present	past	p.p
taste communicate	tasted communicated	Tasted communicated

Irregular verbs:

present	past	p.p
understand يفهم	understood	understood
smell يشم	smelt	smelt
hear يسمع	heard	heard
mean يقصد / يعني	meant	meant
feel يشعر	felt	felt

Adjectives:

blind أعمى



deaf أصم / أطرش



Read and choose:

1. **(Taste - Skin - Nose - Code)** is one of the five senses.
2. I felt the **(sight - smell - touch - taste)** of his hands on my hair.
3. Dogs have a very good sense of **(heat - cold - smell - touch)**.
4. His **(taste - touch - smell - hearing)** isn't very good so you need to speak louder.
5. I don't like the taste of this food. It's **(delicious - tasty - good - savory)**.
6. She left the job for **(versions - combinations - codes - senses)** of reasons.
7. My grandmother can't see well, she has a very poor **(smell - taste - sight - hearing)**.

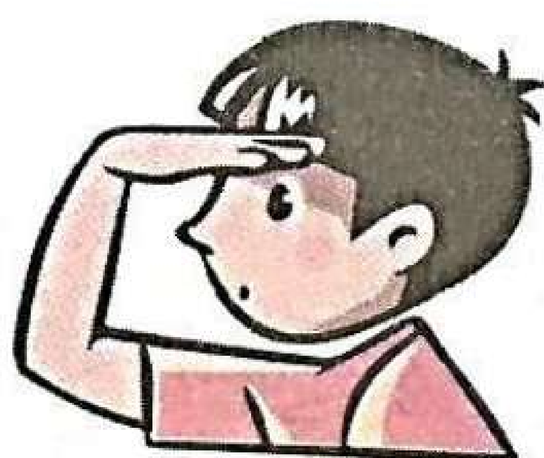
Look, read and write:

sight - touch - hearing - smell - taste


1) ....


2) ....


3) ....


4) ....


5) ....

Read and complete with words from the box:

combinations - blind - code - sign - savory - deaf - communicate - versions

Some foods are sweet and some are .... We taste a lots of different kinds of food every day. Some people can't see or hear, so they have many ways to .... people who are .... or have difficulty hearing can learn .... language. There're several .... of sign language around the world. Braille is a .... which people who are .... or have difficulty seeing can use to read it has different .... of dots. They can be a letter, number, punctuation mark or word. The person reading can touch the dots to find out what they mean.

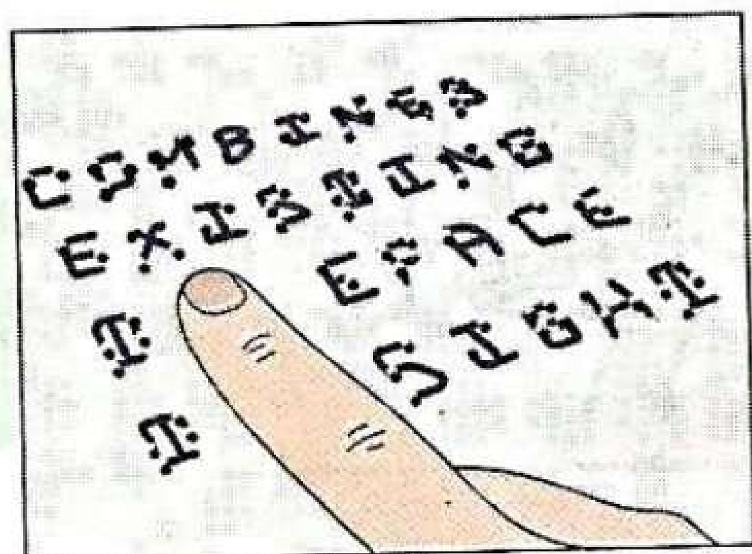
Connect Plus

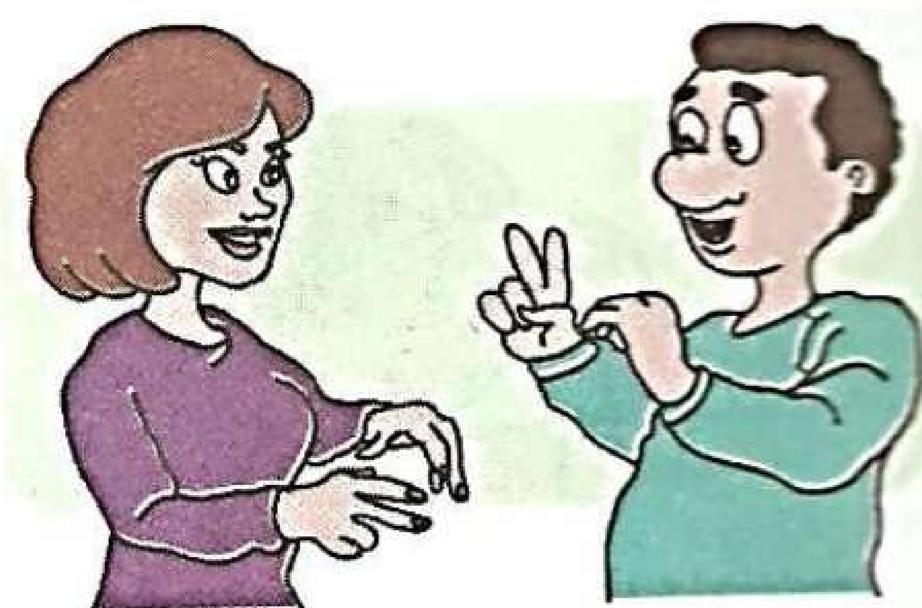
Match the senses with the parts of the body:

1. taste ( )
2. sight ( )
3. smell ( )
4. hearing ( )
5. touch ( )

a) skin
b) ears
c) tongue
d) nose
e) eyes

Look and write:





1) ....

2) ....

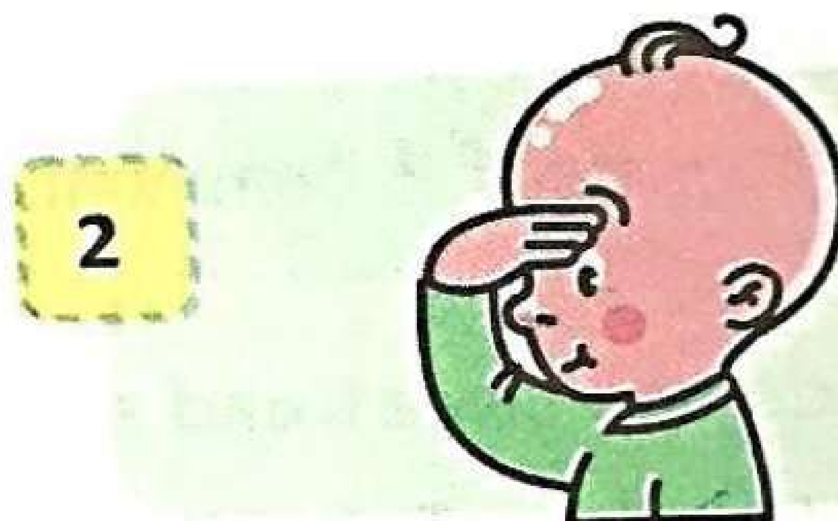
Look, read and tick (✓):

1



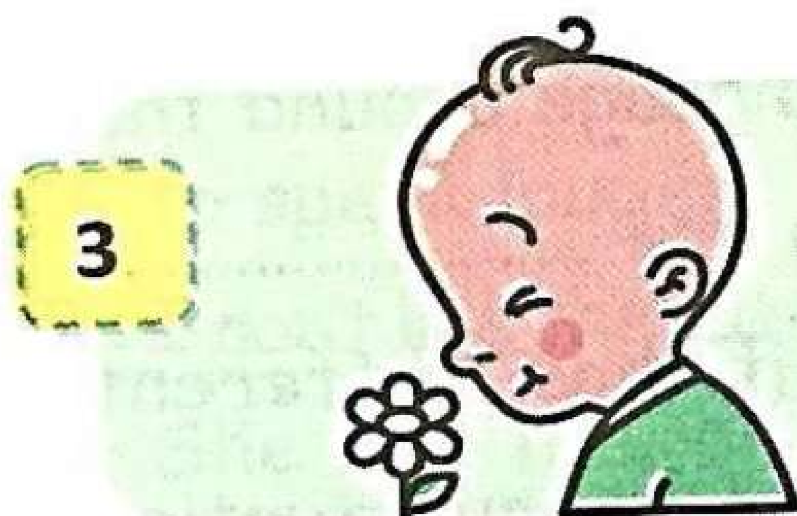
a) We use our skin to touch. ( )
b) We use our nose to smell. ( )

2



a) we use our ears to hear. ( )
b) We use our eyes to see. ( )

3



a) We use our skin to touch. ( )
b) We use our nose to smell. ( )

4



a) We use our ears to hear. ( )
b) We use our eyes to see. ( )

Punctuation marks

We use capital letters with ......

- The beginning of a sentence or question.
- Names of people (Adel - Mohab ...)
- Names of languages (English - Arabic ...)
- Names of countries, cities and towns (Egypt - Alexandria - Tanta ...)

Rewrite the following with capital letters:

1. i live in Alexandria in egypt.

   I live in Alexandria in Egypt.
2. magdy speaks english and arbic.

   ....
3. my teacher is called mr bahaa.

   ....
4. have you ever been to aswan.

   ....

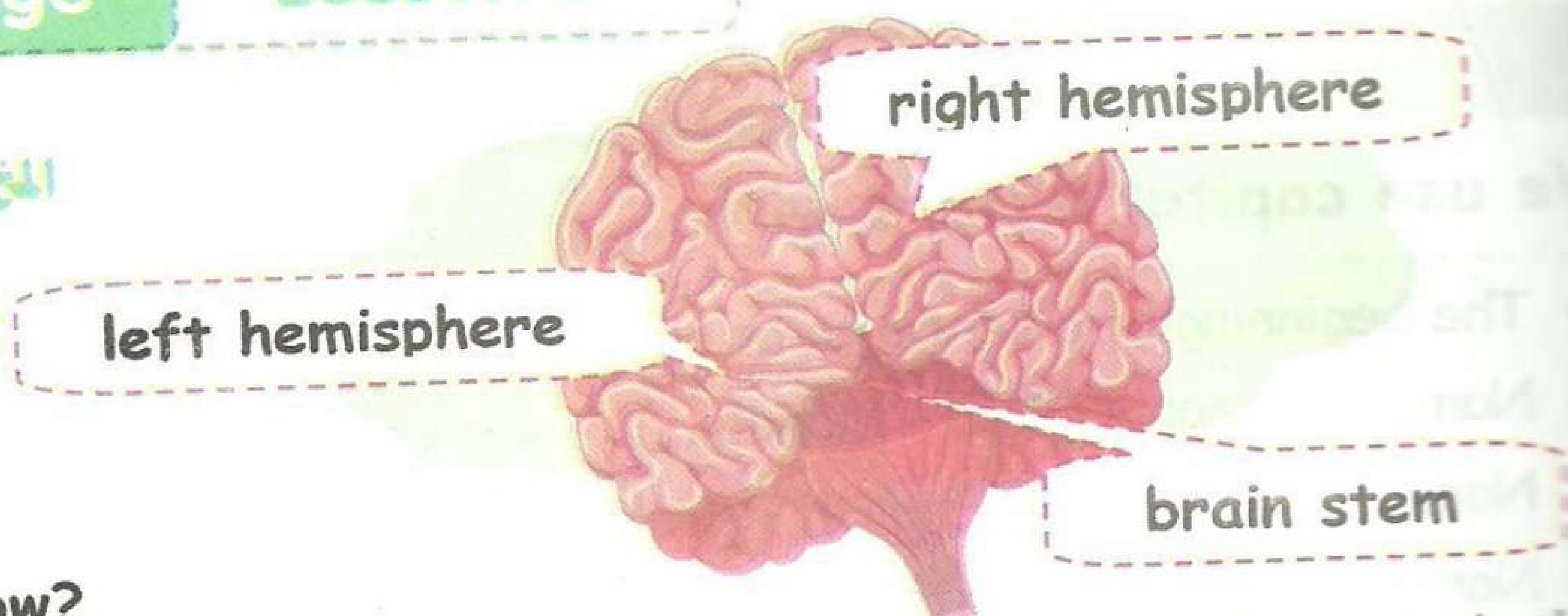
Write (**blind** or **deaf**):





1) .... 2) ....

Brain المخ



Do you know?

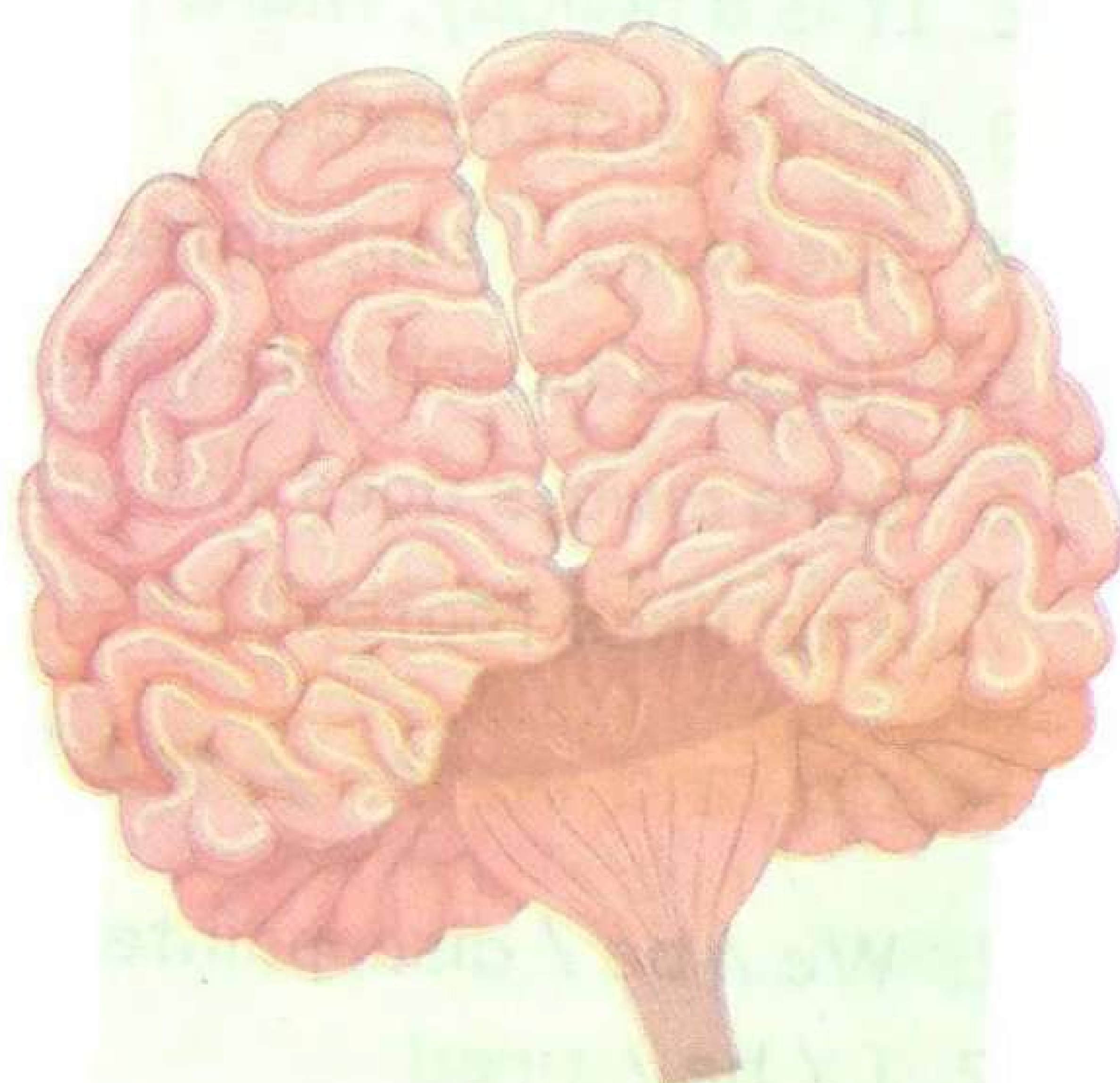
Our brain controls how we move, what we remember, and the choices we make. The three main areas of the brain are the cerebrum, the cerebellum and the brain stem. They all have important jobs. The cerebrum controls our senses, thoughts our memories and how to speak. The cerebellum controls movement and balance. The brain stem joins the two parts of the brain.There are two halves, or hemispheres, in our brain. The left hemisphere is important for math, science and solving problem. We use the right hemisphere in creative activities such as art and music.

cerebrum	المخ	cerebellum	المخيخ	language	شفرة
right hemisphere	الشق الأيمن للمخ	left hemisphere	الشق الأيسر للمخ		
brain stem	جذع الدماغ				

Definitions:

cerebrum	controls our senses, thoughts, our memories and how we speak
cerebellum	control the movement and balance
brain stem	joins the two parts of the brain
right hemisphere	is used in creative activities such as art and music
left hemisphere	is important for math, science and solving problems

Look, read and circle:



Our brain controls how we **read / move**, what we **forget / remember**, and the choices we make. The **two / three** main areas of the brain are the **cerebrum / hemisphere**, the cerebellum and the brain **stem / store** and they all have important jobs. The cerebrum controls our **limbs / senses**, thoughts, how we speak and our **souvenirs / memories**. The cerebellum controls movement and **balance / happiness**. The brain stem **joins / moves** the two parts of the brain.

Look, read and complete:

There're two halves, or ...., in our brain.

The .... hemisphere is important for math, ... and solving .... we use the .... hemisphere in .... activities such as .... and music.

The present simple tense زمن المضارع البسيط

Some verbs have special forms in the present tense

Examples:

- Tarek has got two brothers.
- She is angry.
- We are doing our homework now.
- He does his exercise at the gym every day.
- Mum wants to by a cellphone.

Read and put a circle around irregular verbs and underline the regular verbs:

1. They are at school early every day.
2. It is a holiday, there is no school.
3. Hani's sister smiles.
4. She looks disappointed.
5. He goes to school every day.
6. Sara always does the washing.
7. Amr likes football.

Read and write in the present simple tense:

1. We / be / disappointed
2. I / be / tired
3. He / be / angry
4. Nada / have / one brother
5. They / do / cooking / lessons
6. Hadeer / do / art / class
7. Hani / play / football / after school
8. Nancy / read / a story / on holidays.

Read and answer:

Today is Saturday. It's a holiday. There's no school. mom wants the children to tidy the lounge. Then they can choose what they want to do. Sahar's brother Adham smiles. He wants to go to the park to run and play. He wants to practice football. Sahar is disappointed. She likes the park' but she wants to do something creative in the afternoon. She likes to draw or paint a picture. Adham goes to the park every week. "Sahar always does drawing!" Says Adham. Mom smiles "Let's go to the park we can play there and we can take crayons and paper with us. You can draw in the park, too.

Answer the following:

1. What does Mom want the children to do first?
   ....
2. What does Adham want to do?
   ....
3. What does Sahar want to do?
   ....
4. What can the children do at the park?
   ....
5. When will the family tidy the lounge?
   ....

Read and complete the dialog:

A : Hello, Karmia .... ?

B : Thery are crayons.

A : Whose are they?

B : .... Hana's

A : ....

B : She draws a picture.

A : Do you like drawing, too?

B : Yes, I do.

Parasports | Lesson 4

Look, listen and read:

The Paralynpic Games is an international competition for athletes with disabilities. Like the Olympics, it takes place every four years, and is held in a different country each time. Parasports is an important area in sports, and Egypt has many athletes who take part in these competitions.



Aya Ayman Abbas is swimming champion who has won the Egypt cup three times. She was the first female Egyptian Paralympic swimmer in Rio in 2016. She has won lots of gold, silver and bronze medals in many different countries.



Mostafa Fathalla is runner who takes part in 100-meter, 200-meter and 400-meter race. He joined the national team in Egypt in 2006, and has taken part in lots of international competitions. He has won many models, including gold in the World Championship in New Zealand.



Ahmed Abdel Fattah plays sitting Volleyball. He took part in the 2016 Rio Paralympics, where the team won bronze, he has played with his team in Africa and Brazil and they have won many international competitions for Egypt.

Being a Paralympic or Olympic athlete takes years of dedication and hard work. Not everyone can get to this level, but there are many opportunities for everyone to take part and have fun doing a sport they enjoy.

Vocabulary

Parasport
رياضة ذوى الإحتياجات الخاصة



Paralympic games
ألعاب المعاقين



champion	بطل رياضي	dedication	الإجتهاد

Other words:

Nouns:

Olympics الألعاب الأولمبية



disabilities إعاقات



competition منافسة



runner عداء



sitting volleyball
كرة الطائرة في وضع الجلوس (للمعاقين)



athlete لاعب ألعاب قوى



opportunities فرص	world championship بطولة العالم
Paralympics دورة الألعاب لذوي الإحتياجات	Paralympics دورة ألعاب المعاقين

medal ميدالية

gold ذهبية	silver فضية	bronze برونزية







Verbs

Conjugation of verbs:

Regular verbs:

present	Past	p.p
join يشارك	joined	joined
enjoy يستمتع	enjoyed	enjoyed
include يشمل / يتضمن	included	included

Irregular verbs:

present	Past	p.p
win	won	won
hold	held	held
take	took	taken

Phrases:

take part in يشارك

Adjectives:

national قومي	Paralympic معاق	Olympic أولمبي
international عالمي / دولي		female أنثى

Read and choose:

1. **(Olympics – Paralympics – Opportunities – Medals)** is a competition for athletes with disabilities.
2. He's a swimming **(hero – idol – champion – giant)** who won lots of gold medals.
3. Being a Paralympic or Olympic athlete takes years of **(dedication – opportunity – completion – medal)**.
4. She's a female Egyptian **(Paralympic – electric – athletic – arithmetic)** swimmer.
5. He joined the **(national – international – global – universal)** team of Egypt in 2006.
6. Athletes need to work hard to take part in **(games – Paralympics – medals – sports)**.
7. They've won many international **(disabilities – competitions – areas – countries)** for Egypt.
8. She was the first **(male – female – masculine – world)** Egyptian Paralympic swimmer.

Look, and complete the missing letters:



P_ _ _ _ _ _ _ _ _ _ g_ _ _ _



m _ _ _ _



S _ _ _ _ _ _ v _ _ _ _ _ _ _ _ _ _



r _ _ _ _ _

Connect Plus

Read and complete the dialogue:

A : Hello, Karima. ....?
B : They're crayons.
A : Whose are they?
B : .... Hana's.
A : ....?
B : She draws picture.
A : Do you like drawing, too?
B : Yes, I do.

Read the text and tick (✓) or cross (x):

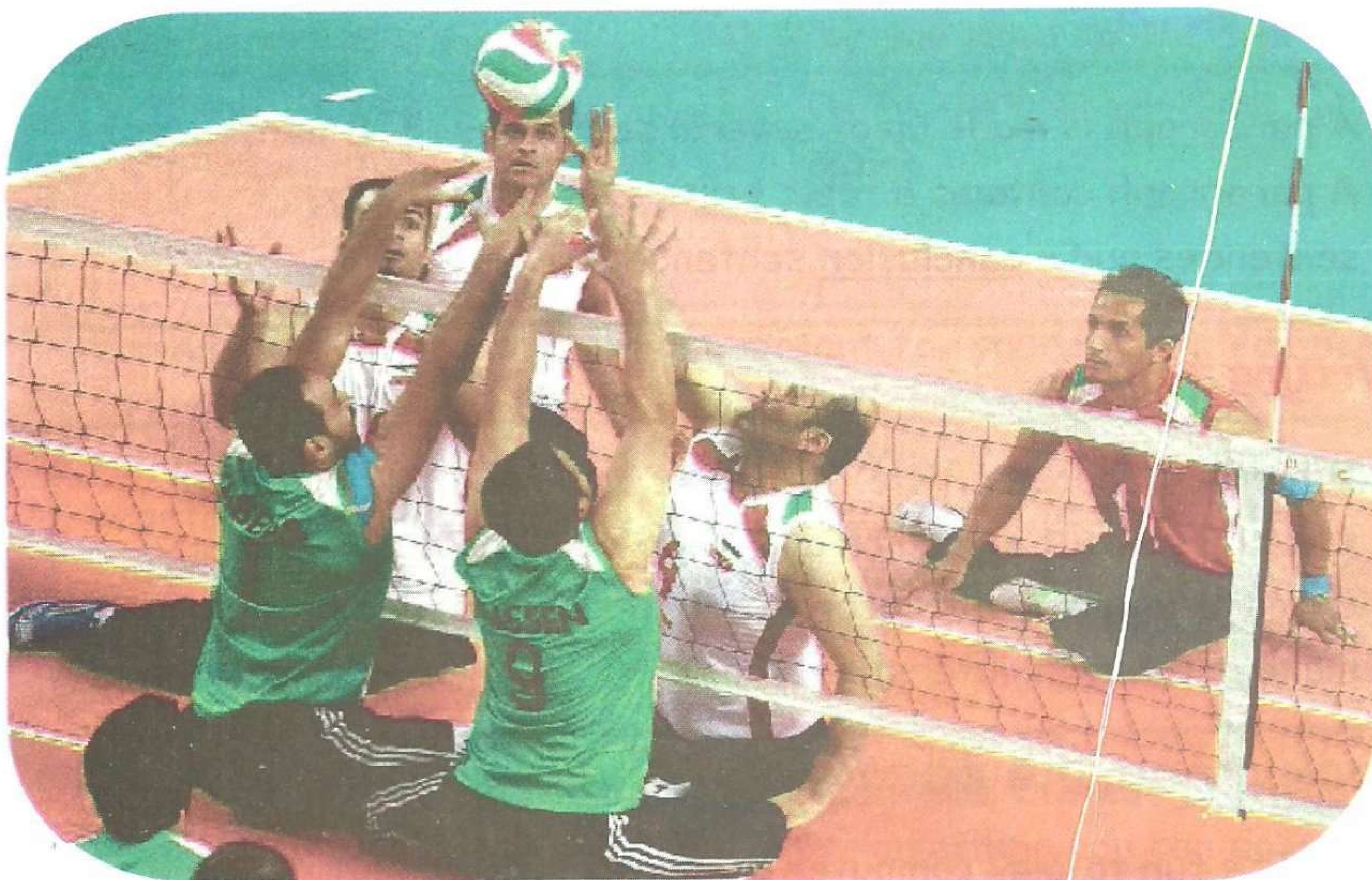
1. The Paralympics is held every year. ( )
2. The Paralympics is held in the same place. ( )
3. Athletes need to work hard to take part in the para-sport. ( )
4. People from all over the world can take part in the Paralympics. ( )
5. No Egyptian female athlete took part in the parasport competiten. ( )

Read and match:

1. The Paralympics is an International Competition
2. Being a Paralympic or Olympic athlete
3. Like the Olympics,
4. She's won lots of
5. He's a runner who takes part in

a) 200 meter and 400 meter races.
b) gold, silver and bronze medals.
c) For athletes with disabilities.
d) takes years of dedication.
e) the Paralympics takes place every four years.

Look, read and complete:



athletes – dedication – take part – Paralympics – Olympics – disabilities – held – Parasports

The .... is an international competitions for athletes with .... Like the ...., it takes place every four years, and it is .... in a different country each time. .... is an important area in sports, and Egypt has many .... who .... in these competitions. Being a Paralympic or Olympic athlete takes years of .... and hard work. Not everyone can get to this level.

Writing a paragraph | Lesson 5

Do you know?

A paragraph is made up of several sentences (**3-8 sentences**). A paragraph contains a topic sentences, main (**body**) sentences and a **conclusion** sentence

Writing tip!

When you choose a title for a text, you need to summarize what it is about in a quick and clear way. You don't need any extra or unimportant information, it's a good idea if you can make it funny or intersting, too.

Look, read the paragraph and answer:

It's fun to play computer games sometimes, but it's good to be active as well. Sitting still for a long time isn't good for your health. People sometimes eat more unhealthy snacks when they are watching TV or playing on the computer. You shouldn't try to develop unhealthy habits.

Answer the following:

1. How many sentences does the paragraph have?

....

Read and do the instructions:

a) Underline the introduction sentence in green.

b) Underline the conclusion sentence in red.

c) Underline the main sentences in blue.

Read the texts, choose and write the best title for each one:

1) Do sports every day!
2) Unhealthy habits
3) Tips for a healthy diet
4) Why you need to eat fruit
5) How to start an exercise routine

a. (...)
Eating the right food is very important for your health. You need a range of different kinds of food, with lots of vitamins and minerals. We shouldn't eat too much sugar or fat. Fruit and vegetables are healthy choices. It's important to drink lots of water, too, especially on hot days.

b. (...)
Staring an exercise routine is hard, but it's a good idea to try to do some exercise three to five times a week. It's easier if you find a sport you enjoy doing, perhaps something you can do with friends. Find a time that is easy for everyone in your family.

c. (...)
It's fun to play video games, but it's good to be active as well. Sitting still for a long time isn't good for your health. Sometimes people eat more unhealthy snacks when the are watching TV or playing on the computer. You shouldn't try to develop unhealthy habits.

Read and match:

1. The introduction sentence
2. The main sentences
3. The conclusion sentence

a) It's the last sentence I finishes the paragraph.
b) It's the first sentence. It Introduces the topic.
c) These sentences are in the middle. They give more information.

Composition

Write about **five** sentences describing the picture:

"Try to exercise regularly, but it's important to practice other activities for your mental health"

Show importance of balancing between physical and mental exercise:



Guiding words:

lead - a healthy life - a mixture - physical - metal - activities / physical activity - good for - body / muscles - strong / helps - use up - calories - from food / mental activities - good for - brain

....

....

....

....

....

Write about **five** sentences describing the picture:

"Tips for a healthy diet"

Guiding words and phrases:



eating - right food - important - health / need - range - kinds - food / lots of - vitamins - minerals / shouldn't - sugar - fat / fruit - vegetables - healthy - choices / important - drink - lots of - water / especially - hot days - draw - paint - write - focus on - creative activity / 50 - relax

....

....

....

....

....

Project Lesson 6

Read the text. What does mental activity do to your brain?

Summer camp!

To lead a healthy life, we need a mixture of physical and mental activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax.

Come to our three-day summer camp. Play sports and learn new skills. Make friends and have fun!

Read the task and make notes:

- You're organizing a summer camp for children nine and ten. What kind of activities can you do?
- Think of a mixture of physical and mental a activities why are they important?
- Plan activities for the morning, the afternoon and the evening.
- Choose what you can have for breakfast, lunch, dinner and for snacks.

....

....

....

....

....

Review on Unit I

Vocabulary:

stomach	lungs	heart	skeleton
digestive system	respiratory system	paralympics	The senses

The senses:


smell


taste


touch


hear


sight

Para - sport





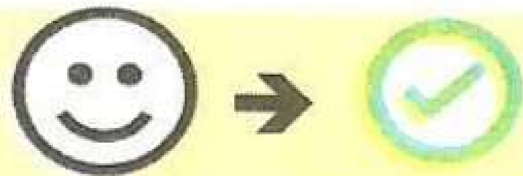


paralymoics	disabillite	runner
medal	olympics	athelte

Writing a paragraph

A paragraph is made up of several sentences (**3-8 sentences**). A paragraph contains a topic sentences, main (**body**) sentences and a <u>**conclusion**</u> sentence

Self-Assessment التقييم الذاتى

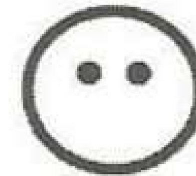
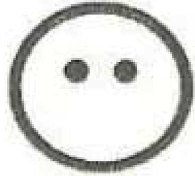
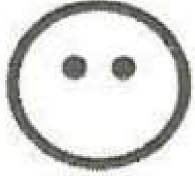
Good   

not good / Bad   

By the end of this unit, I'll be able to ....

في نهاية هذه الوحدة أستطيع أن ....

3. Say these words أستطيع قول هذه الكلمات

lungs		paralympics	
heart		para-sport	
respiratory system		senses	
digestive system		championship	

1. Read and write these sentences / questions

What does the hear pump? 

What does our mouth do? 

I won the golden medal. 

The Paralympics is held every year. 

ملاحظات المعلم
Teacher's notes

....
....

ملاحظات ولي الأمر
Parent's notes

....
....

Unit 2 Plants and animals

SCOPE AND SEQUENCE

Vocabulary	amphibian, arachnid, bat, bird, fish, invertebrate, beak, fin, fur, gill, scales; crab, dragonfly, grasshopper, jellyfish, octopus, snail, squid
Language	comparative and superlative adjective; adverbs. An Asian elephant is smaller than an African elephant. The biggest animal in the world lives in the sea. Some invertebrates can swim very well.
Reading	Texts about animal classification; a text about animal sizes.
Writing	Practicing dictionary skills; writing about advantages and disadvantages; a habitat report.
Speaking	A True or false game: discussion about colors; description of a picture.
Listening	Facts about animals: facts about under the sea world.
Life skills	Critical thinking: considering advantages and disadvantages. collaboration: pair work about a micro-habitat.
Values	Appreciation of science tolerance.
Issues and challenges	Environmental responsibility.
Integrated cross-curriculum topics	Science: classification of animals. Art: primary and secondary colors.

In this unit we will:

- Understand the classification of animals.
- Learn about the importance of size in the animal world.
- Form comparative and superlative adjectives and adverbs.
- Read about invertebrates.
- Use contrasting ideas.
- Make a habitat report.

Look, read and discuss:

Do you know?

A species of animal is a group of animals that are the same or very similar. There're millions of species of animals on Earth and scientists discover new ones every year!



1. What different animals can you see?

   ....

2. Where do these animals live?

   ....

3. What do they need to live?

   ....

Find out:

How many species of animals are there in Egypt?

....

Look and read, How many types of animals lay eggs?

Vertebrates

Vertebrates are animals with a backbone. There are five different types of Vertebrates.

Mammals

Mammals have hair or fur on their bodies. They are **Warm-Blooded**. They feed their babies with milk and most of them give birth to their babies. They don't lay eggs. Humans are mammals. Most mammals live on land, but some live in the sea, such as whales and seals. **Bats** are the only mammals that can fly.



Reptiles

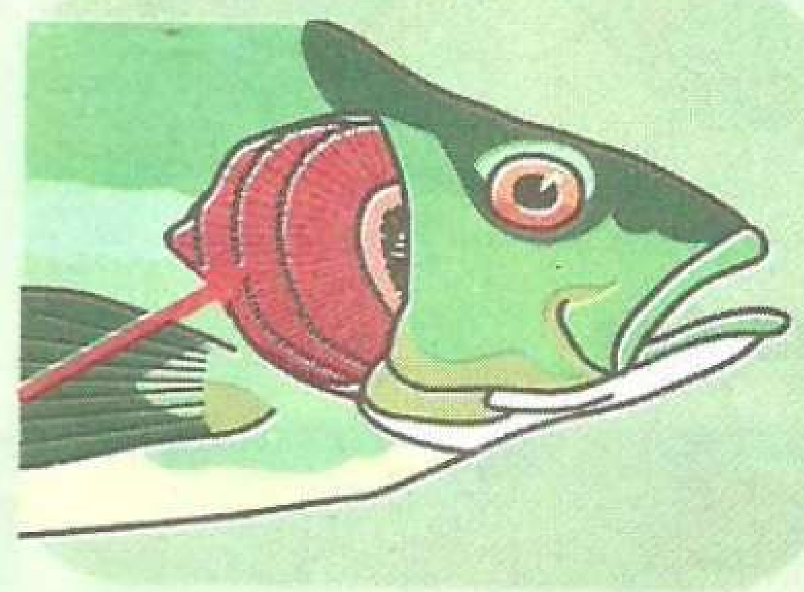
Reptiles are **cold-blooded**. This means that they have to spend time in the sun to keep warm. Most reptiles have four legs, except snakes who don't have any. They don't have hair or fur. They have **scales**. In addition, all reptiles lay eggs. Most reptiles live on land. Some can live in rivers or the sea, such as turtles, but they come onto land to lay their eggs.

Amphibians

Amphibians can live on land and on water, but they need water or **moist** habitat to survive. Like reptiles, they are cold-blooded and they lay eggs. However, amphibians, like frogs and toads, always lay their eggs in water. They have smooth skin, not scales. They can take in oxygen through their skin and their lungs.

Fish

Fish live in water and take in oxygen through their **gills**; they can't breathe air. They are cold blooded and they lay eggs. They also have scales and they use fins to move. There are thousands of different types of fish in all water habitats - saltwater, fresh water and wetland.



Birds

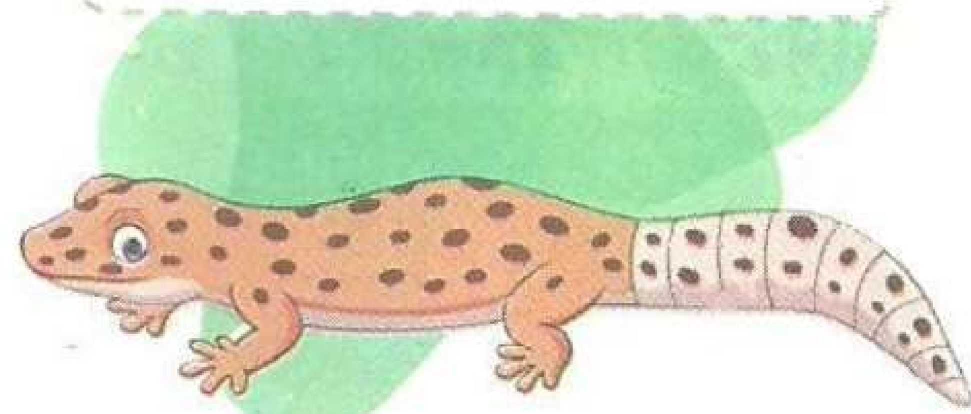
Birds are warm-blooded, but they don't have fur or hair. All birds have feathers, and all have wings. Birds lay eggs which are hard. Most birds can fly, but some can't.



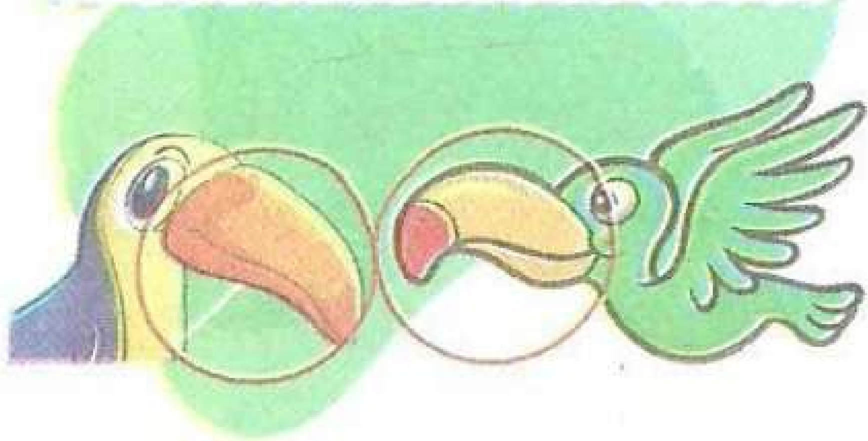
They have **beaks**, which are made of bone. Their beaks are different shapes because they eat different food; some birds eat meat, some eat nuts, some eat **seeds**.

Vocabulary

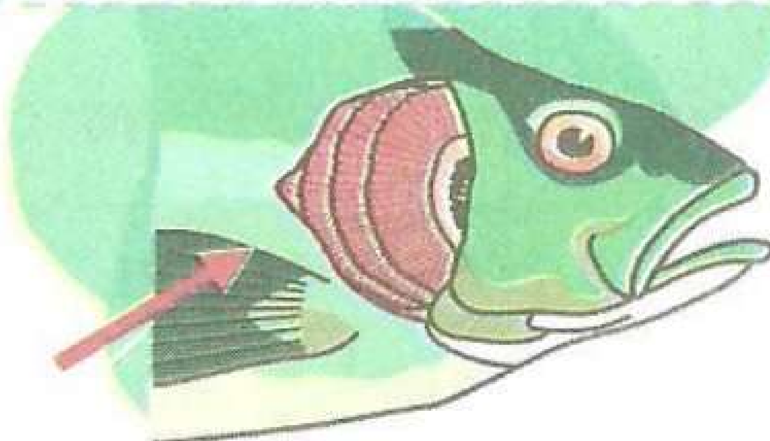
Nouns

vertebrates الفقريات	mammals ثدييات	reptiles الزواحف
		

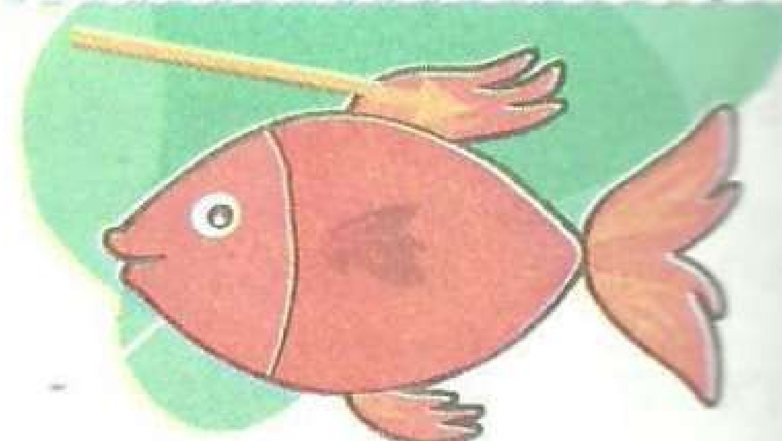
beaks مناقير



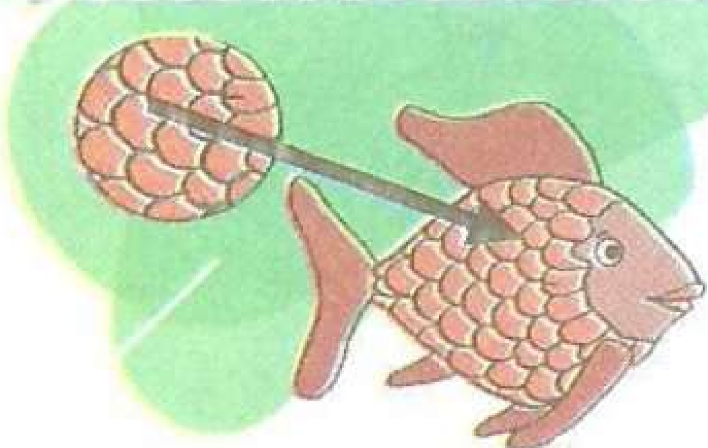
gills خياشيم



fins زعانف



scales قشور



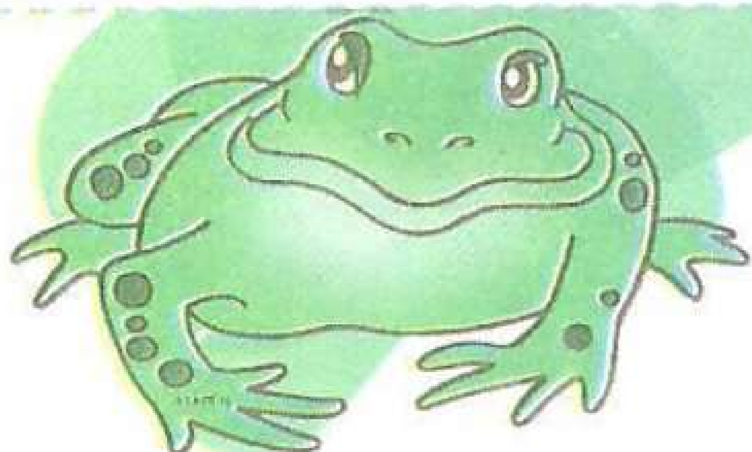
bats الخفافيش



seeds بذور



amphibians برمائيات



fur فراء



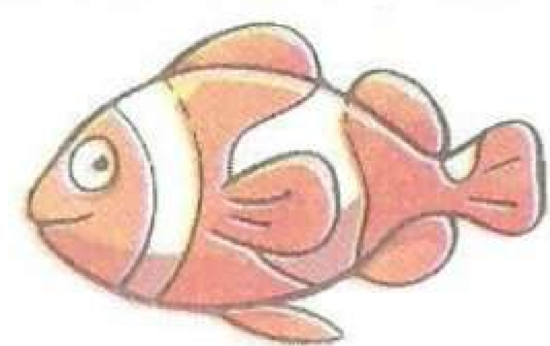
moist (adj) رطب

Adjectives:

warm-blooded ذور دم حار



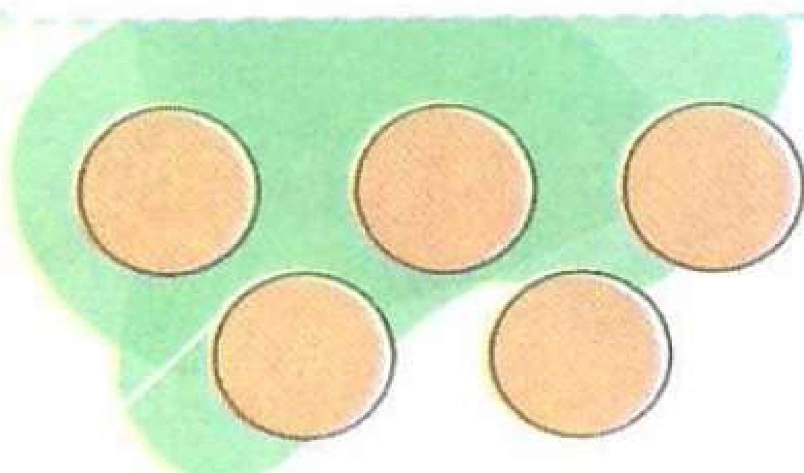
cold blooded ذو دم بارد



Other words:

Nouns:

shapes أشكال



wetlands مستنقعات



toad ضفدع



humans البشر



feathers ريش



backbone العمود الفقري



habitat الموطن الأصلي



Definitions:

vertebrates	having a bony backbone or spine
mammals	have hair or fur. They're warm-blooded. They feed their babies with milk, most of them give birth to their babies and don't lay eggs
reptiles	are cold-blooded. They have four legs except snakes don't have any. They don't have hair or fur. They have scales. They lay eggs.
amphibians	can live on land and in water, but they need water or a moist habitat to survive. They are cold-blooded and they lay eggs. They have smooth skin, not scales.
fish	they lay eggs. They also have scales and fins. They live in water and take in oxygen through their gills. They are cold-blooded.

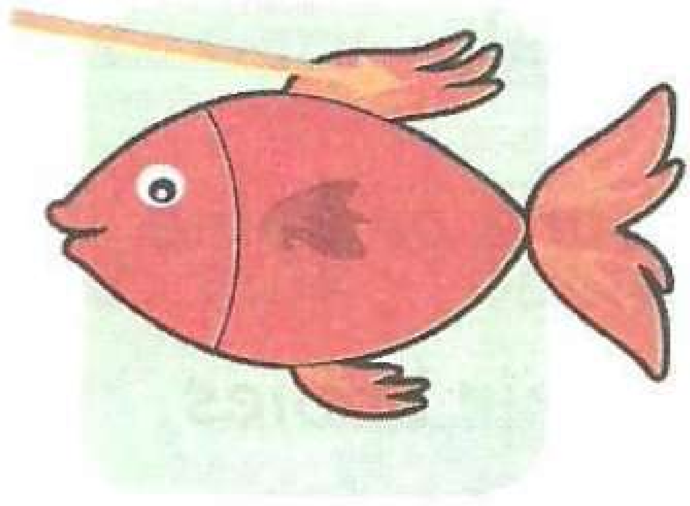
Connect Plus

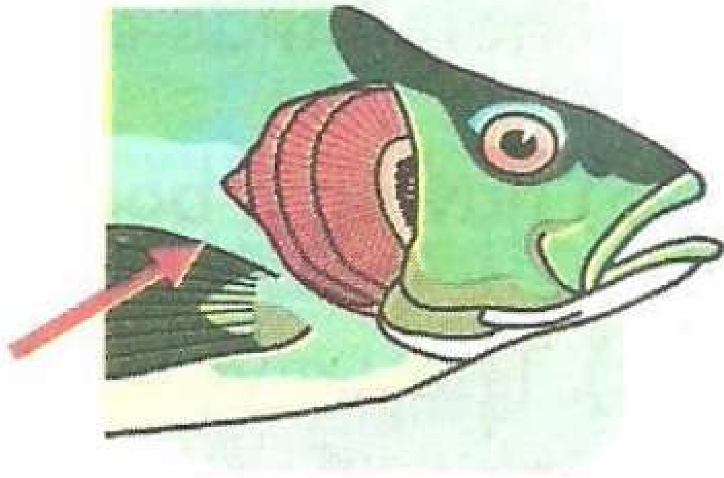
birds	they're warm blooded, they have beaks which helps them eat or drink
scales	small, flat and hard pieces that cover the body of fish and some animals
fins	thin flat parts that stick out from the body of a fish and help it move and used for swimming
gills	the opening on the side of a fish's head that it breathes through
beaks	are made of bones and they help birds eat and drink

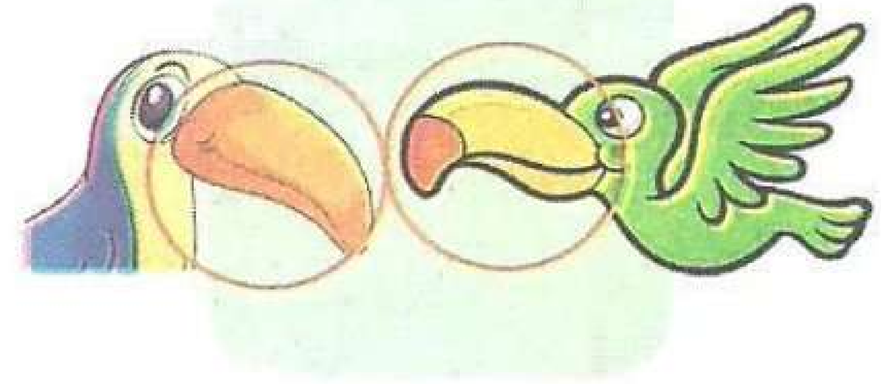
Read and choose:

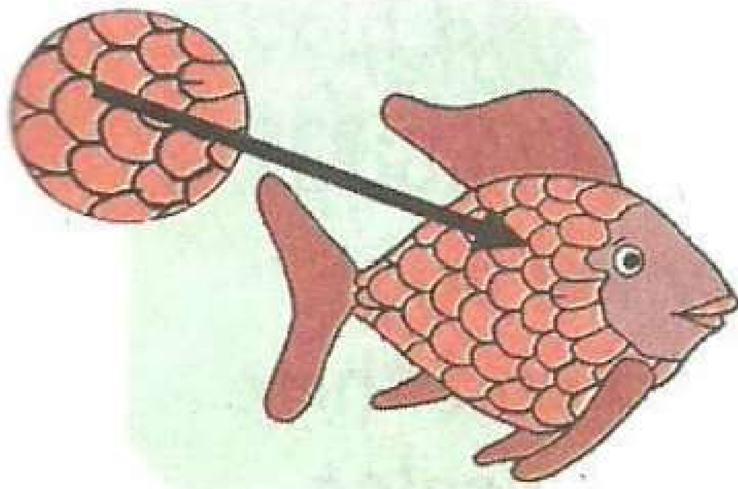
1. (Vertebrates - Worms - Insects - Bees) are animals with a backbone or spine.
2. (Fish - Birds - Mammals - Toads) are warm-blooded. They feed their babies with milk and they give birth to their babies.
3. Crocodiles and snakes are (humans - reptiles - amphibians - birds).
4. Toads and frogs are (mammals - reptiles - amphibians - birds). They lay their eggs in water. They also have smooth skin.
5. Snakes and crocodiles have (scales - fins - gills - wings). They don't have fur or hair.
6. Fish have scales and they use (gills - fins - scales - wings) to swim and move in water.
7. Fish live in water and take in oxygen through their (fins - scales - feathers - gills).
8. Birds have (feathers - claws - beaks - wings), which help them eat and drink.
9. Birds are (warm - hot - cold - cool)-blooded but they don't have fur or hair.
10. Most birds feed on nuts and (seeds - vegetables - scales - seals).

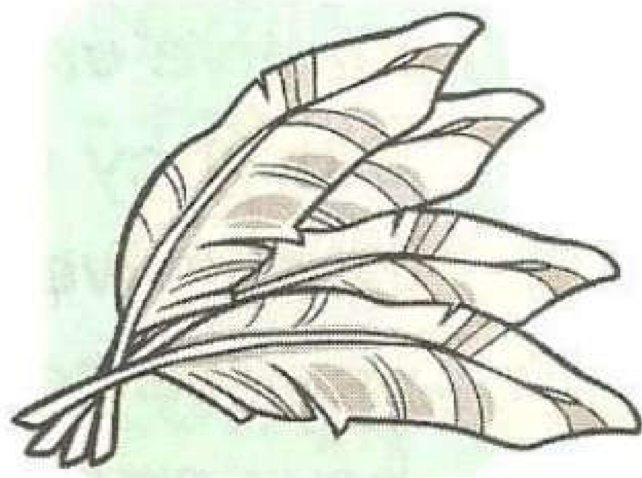
Look, listen and write the missing letters:


1) f_ _ _


2) g_ _ _ _


3) b_ _ _

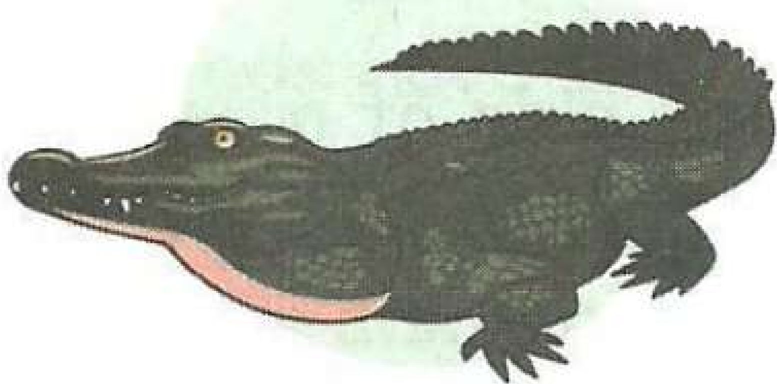

4) s_ _ _ _ _


5) f_ _ _ _ _ _ _


6) f_ _

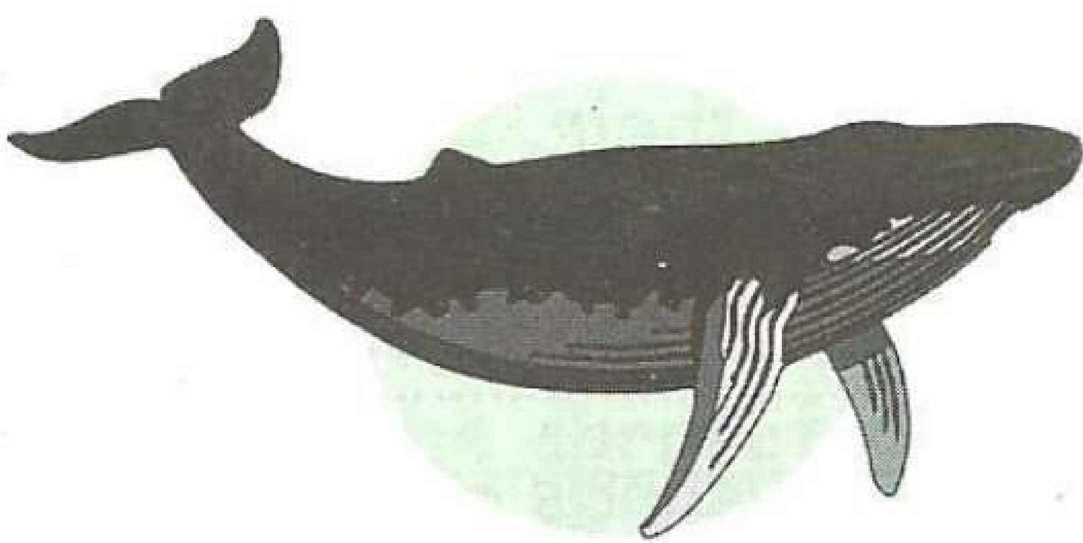
Look and write the type of vertebrate:

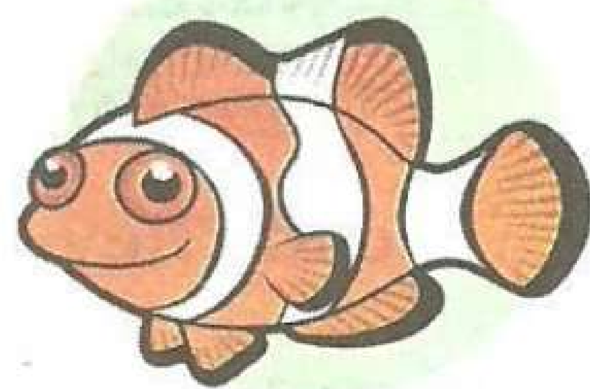
mammals - fish - reptiels - amphibians - birds


1) ....


2) ....


3) ....


4) ....


5) ....

Connect Plus

Read and match:

1. amphibians
2. scales
3. fins
4. gills
5. mammals
6. vertebrates
7. beaks

[ ] a) are made of bones, and they help birds eat and drink

[ ] b) having a bony backbone or spine

[ ] c) They give birth to their babies, they feed them milk. They're warm-blooded and don't lay eggs

[1] d) can live on land and in water, but they need a moist habitat to survive and they lay eggs. They're cold-blooded and they have smooth skin, not scales

[ ] e) small, flat and hard pieces that cover the body of fish and some animals

[ ] f) thin flat parts that stick out from the body of a fish and help it move and swim

[ ] g) the openings on the side of a fish's head that it breathes through

Read and complete with words from the box:

blooded - fins - scales - gills - wetlands - habitats - breathe

Fish live in water and take in oxygen through their .... They can't .... air. They're cold .... and they lay eggs. They also have .... and use .... to move and swim There're thousands of types of fish in all water .... .Salt water, fresh water and ....

Read and rearrange the following:

1. warm - fur - **Birds** - blooded - don't - are - they - or - have - but - hair.

   ....

2. milk - babies - **Mammals** - with - feed - their.

   ....

3. animals - a backbone - **vertebrates** - with - are.

   ....

4. cold blooded - time - **reptiles** - so - spend - have to - they - in - are - warm - to keep - the sun.

   ....

Comprehension

Read the passage and answer:

Vertebrates are animals with a backbone. There're five types of vertebrates. Mammals have hair or fur on their bodies. They're warm-blooded. They give birth to their babies and they feed them with milk. They don't lay eggs. Amphibians can live on land and in water, but they need water and a moist habitat to survive. They're cold-blooded and they lay eggs. However, amphibians, like frogs and toads have smooth skin, not scales. Fish live in water and take oxygen through their gills. They're cold-blooded and they lay eggs. They also have scales and they use fins to move and swim.

Answer the following:

1. What are vertebrates?

   ....

2. Do mammals lay eggs or give birth to babies?

   ....

Choose the correct answer:

3. (Fish - Amphibians - Vertebrates - Bats) can live on land and on water.
4. Fish take in oxygen through their (scales - fins - gills - tails).

Connect Plus

Read and complete the dialogue:

A :Hello, Nada. Can I ask you some questions?
B : Hi, Sara. Of course.
A : ....?
B : The elephant is bigger than the ostrich.
A : Which is the biggest and the fastest bird on earth?
B : ....
A : why are elephants mammals?
B : ....
A : Well done, Nada!
B : Thank you, Sara.

Composition

Write a paragraph of about **five** sentences

"Vertebrates"

Guiding words and phrases:
vertebrates - animals - a backbone / mammals - warm-blooded / give birth - babies / feed - milk / reptiles - cold-blooded / hair - fur - scales / lay eggs / Amphibians - land - water / a moist - habitat - survive / cold-blooded / lay eggs / smooth - skin - no scales



....

....

....

....

....

Read and match:

1. Vertebrates are
2. Mammals feed their babies milk
3. Reptiles don't have fur or hair.
4. Amphibians need water
5. Fish take in oxygen

a) through their gills.
b) or a moist habitat to survive.
c) animals with a backbone.
d) and give birth to their babies.
e) They have scales.

Write questions to these answers:

1. They're animals with a backbone.

   .... ?
2. Fish breathe through their gills.

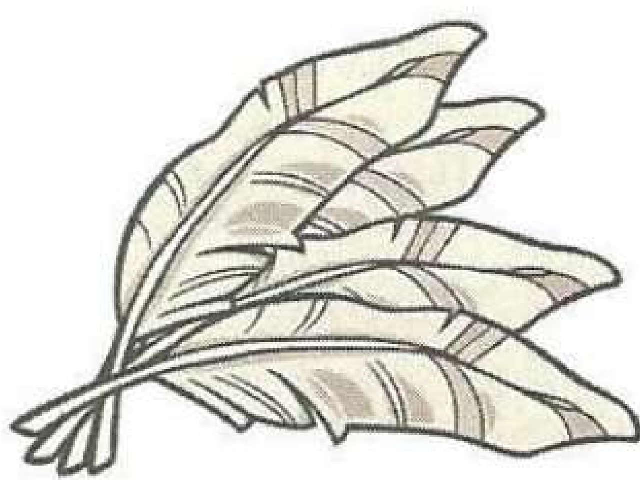
   .... ?
3. No, they don't lay eggs. They give birth to their babies.

   .... ?
4. They use fins to move and swim.

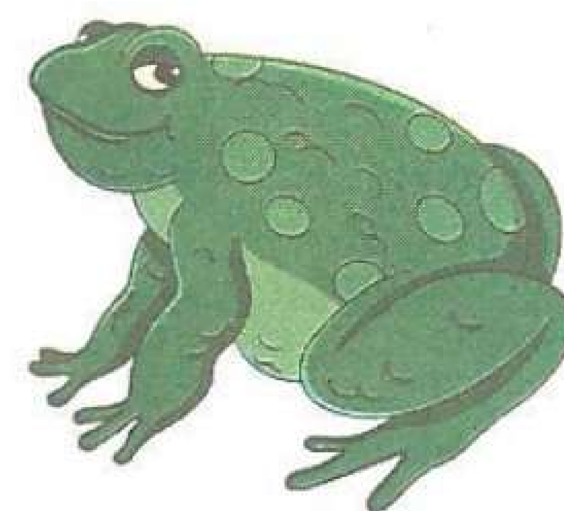
   .... ?

Look and write from the box:

Human - toad - feather







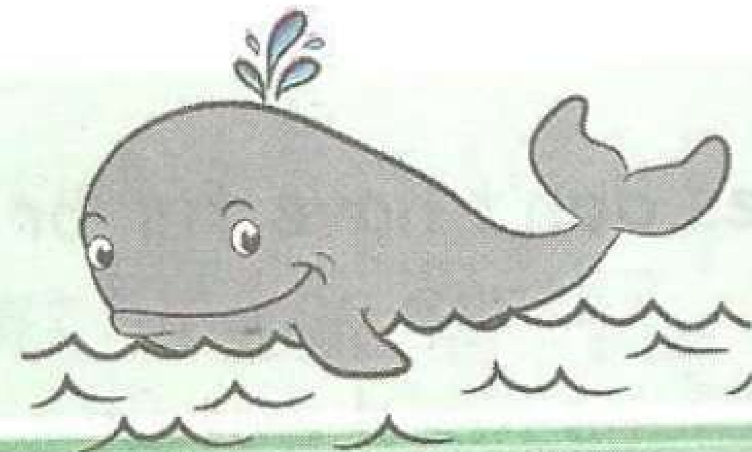
1) .... 2) .... 3) ....

Connect Plus

Language | Lesson 2

- Read about size in the, animal world
- Where does the biggest animal in the world live?





Big and small

In the natural world, there are enormous animals, and some tiny ones!

The biggest animal on the land is mammal: the African elephant.

The African elephant is bigger than the Asian elephant.

The biggest animal in the world is also a mammal, but lives in the sea. It's the blue whale, and it can be up to 30 meters long. In fact, they are the biggest animals that have ever lived on Earth!

The whale shark is the biggest fish in the world. It's smaller than the blue whale, at about 12 meters long.

The smallest bird is the bee hummingbird, which is about 5.5 centimeters long. It lives in Cuba. The biggest bird is the ostrich. It can be 2.5 meters tall! Ostriches are faster than leopards, but they can't fly.

In 2012, scientists discovered a tiny chameleon in Madagascar. People think it is the smallest reptile in the world, at just 30 millimeters long!

But even that is bigger than a frog in Papua New Guinea. It's 7 millimeters long, so it is the smallest vertebrate that we have discovered.

Do you know?

Ants are small, but they are extremely strong!
For their size, they're much stronger than humans!

Read the text and answer:

1. Are African and Asian elephants the same size?

   ....

2. How big is a whale shark?

   ....

3. Can an ostrich fly?

   ....

4. When did scientists find a tiny chameleon?

   ....

Read and tick (✓) or cross (x):

1. The biggest animal in the world lives on land. (   )
2. The biggest animal in the sea is a fish. (   )
3. The smallest vertebrate is a bird. (   )
4. The biggest bird in the world can't fly. (   )

Read and circle the correct word:

1. A frog in Papua New Guinea is the **biggest / smallest** vertebrate
2. The **biggest / smallest** bird is the ostrich.

Comparative & superlative

Adjectives and adverbs

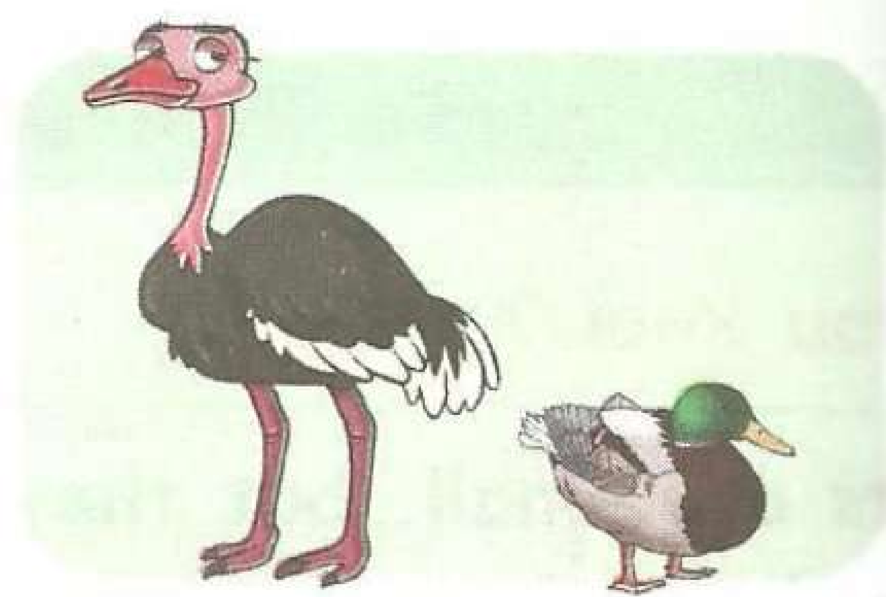
a) Comparative adjectives:

- Short adjective + er + than **(taller than)**
- more long adjective + than **(more interesting than)**

Note:

good → better than
many / much → more than
bad → worse than
far → further / further than

Connect Plus



e.g.: An ostrich is **bigger** than a duck.

Spelling rules:

- adjectives end in "y" after consonant, change "y" to "ier"
  lazy → lazier **happy → happier**
- double the last letter with some adjectives before adding "er"
  big → bigger **fat → fatter**
  hot → hotter **thin → thinner**

Read and choose:

1. Cairo is (hot - hottest - as hot - hotter) than Alexandria.
2. The elephant is (biggest - big - bigger - as big) than the zebra.
3. An ant is (smaller - as small - smallest - small) than a bee.
4. The ostrich is (fastest - faster - fast - as fast) than the horse.
5. The elephant is (strong - strongest - as strong - stronger) than the lion.

Read and rewrite the following:

1. Amira is older than Ali. **(Ali is ...)**
   ....
2. A leopard is slower than an ostrich. **(An ostrich ...)**
   ....
3. The ostrich is the biggest bird ever. **(No other bird is ...)**
   ....
4. Adel is thinner than Hani. **(fatter)**
   ....
5. My grandma is the oldest person in the family.
   (No other person in the family is ....)
   ....

INVERTEBRATES Lesson 3

Read, think and say:

Vertebrates are animals with a backbone. What do you think an invertebrate is?

'Dad, I don't know what to write for my project!' said Sami sadly. 'I have to find out about some animals, but I don't know which animals to choose.'

'Why don't you write about **invertebrates**?' asked Sami's dad. 'More than 90% of all animals are invertebrates.'

'Good idea!' said Sami. 'Can I look on the internet quickly to find out information, please?'

'Of course,' said Dad.

'Oh wow!' said Sami. 'I've found a lot of information! Invertebrates are cold-blooded. They live on land and in water. Some invertebrates, such as **crabs**, have a hard shell for **protection**. Others, like **jellyfish**, have soft bodies. Some invertebrates can swim very well, such as the **octopus** and the **squid**.'

'Do you have enough information for your project? laughed Dad.

'Oh yes!' said Sami. 'Wait, I've found more! Some invertebrates, such as **snails**, have hard shells and move very slowly. Others are faster. **Dragonflies** can fly very fast. Insects are also invertebrates. They have six legs. I think **grasshoppers** are the most amazing insects. They can jump more than a meter!' Did you know that the spider is not an insect? It has 8 legs and is called an **arachnid**. It can move very quickly.

'Well done!' said Dad. 'Have you finished your research? Can I have my cell phone back, please?

Connect Plus

Read and answer:

a. What invertebrates does Sami think are the most amazing?

b. How did Sami find out information?

c. What other ways could Sami find out information?

d. Name 3 facts you know about invertebrates from the text.

e. Some invertebrates have a hard shell for protection. What can other animals do to protect themselves?

Read and circle:

1. Invertebrates are warm-blooded /cold-blooded.
2. They can / can't swim.
3. They live on land and / but not in water.
4. All / Some in vertebrates have a hard shell.

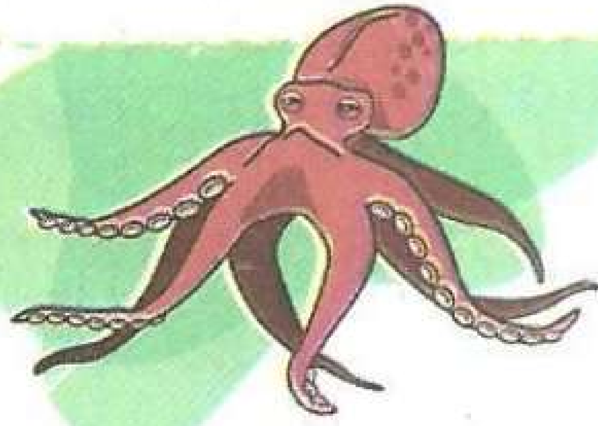
Vocabulary

Nouns:

crab سرطان البحر



octopus أخطبوط



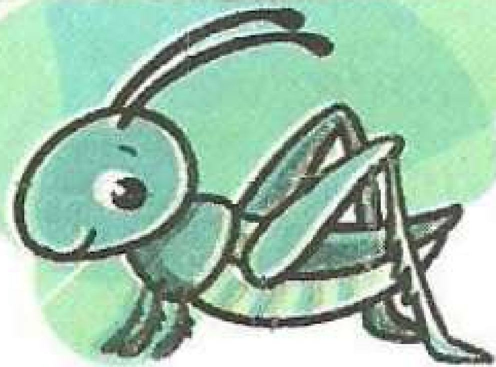
snails قواقع



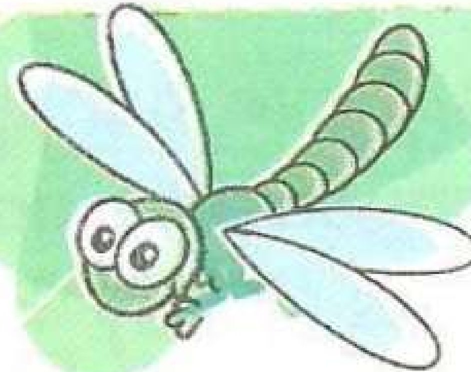
squid الحبار



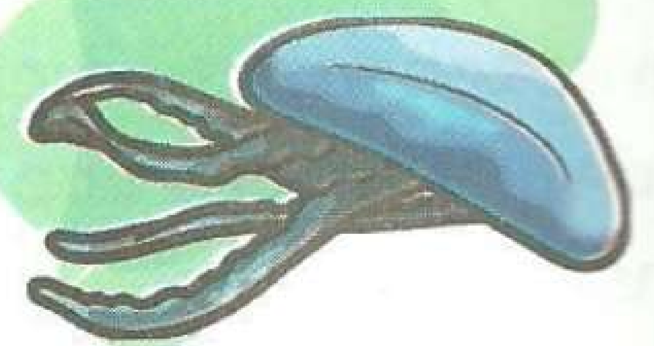
grasshopper الجراد



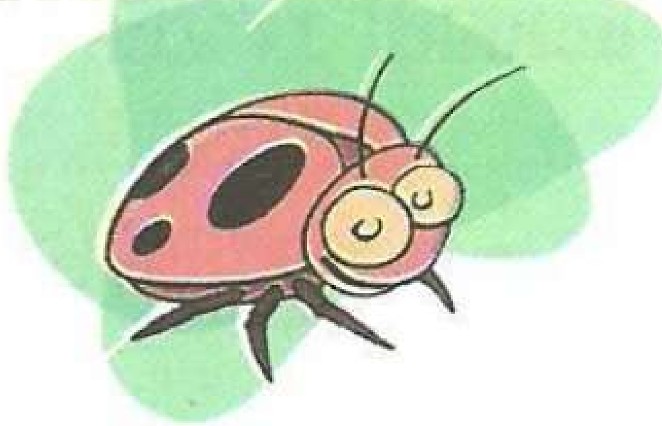
dragonfly اليعسوب



jellyfish قنديل البحر



invertebrate لافقاريات



arachnid المفصليات (العناكب)



protection حماية

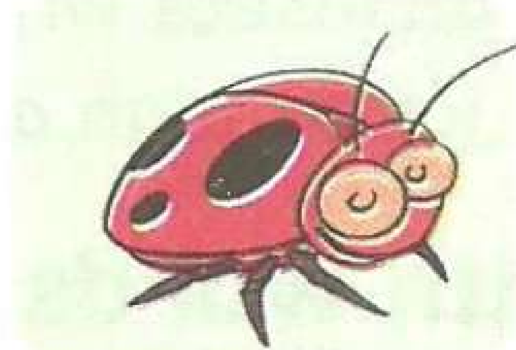
Definitions:

dragonfly	a bright-colored insect with a long, thin body and two sets of wings, they live near slow moving water
invertebrates	are creatures that don't have a spine like a worm, an octopus or an insect
jellyfish	a sea creature that has a clear soft body and can sting
octopus	softsea creature with eight long arms called tentacles which it uses to catch food
snail	a small animal with a long, soft body, no legs and a hard shell. It moves very slowly
grasshopper	an insect with long back legs that jumps high and makes a loud sound
arachnid	a speices of joint - legged invertebrate animal all arachnid have eight legs like spiders
squid	a sea creature with long soft body and many soft tentacels

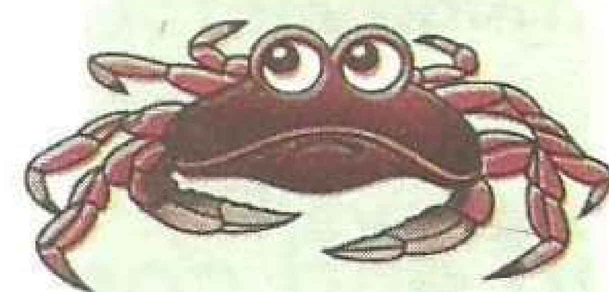
Look and write the missing letters:



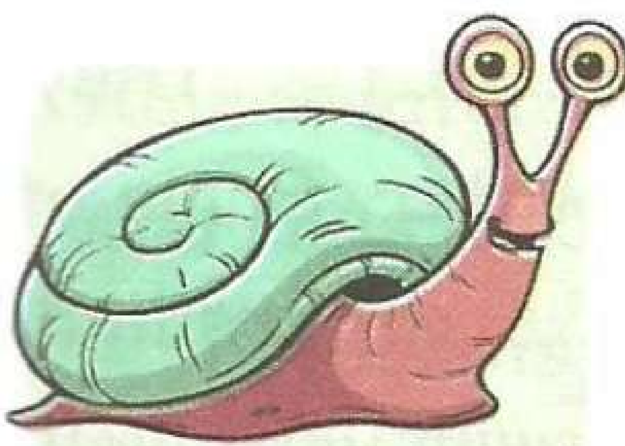
1) j_ _ _ _ f_ _ _



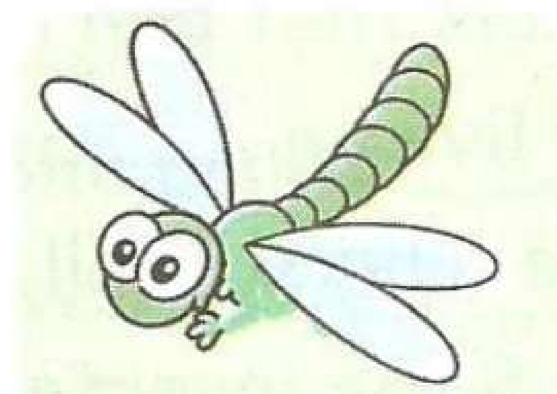
2) i_ _ _ _ _ _ _ _ _ _ _ _ _



3) c_ _ _ _



4) s_ _ _ _

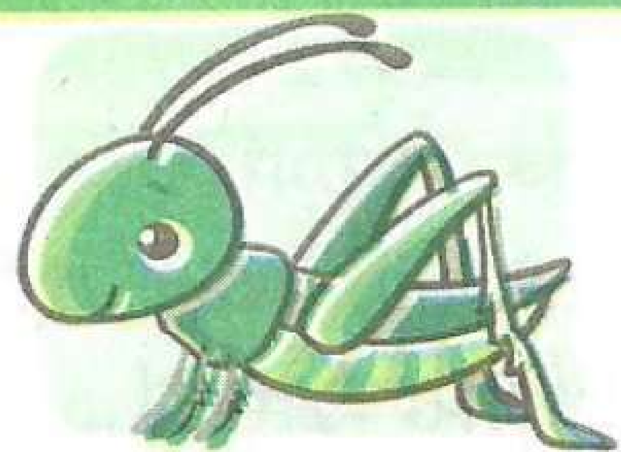


5) d_ _ _ _ _ _ _ _

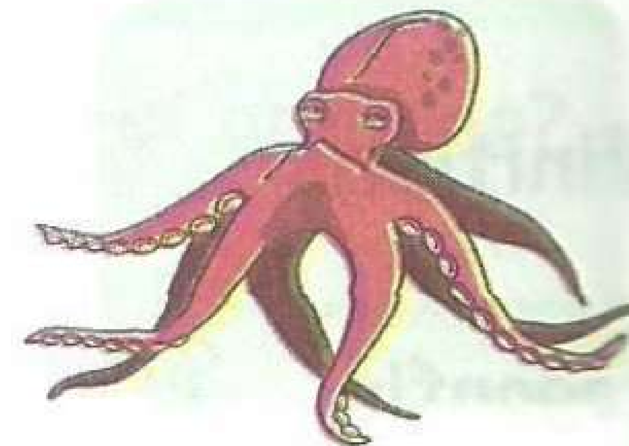


6) a_ _ _ _ _ _ _

Connect Plus







7) g_ _ _ _ _ _ _ _ _ _ _ 8) s _ _ _ _ 9) o_ _ _ _ _ _ _

Read and match:

1. **jellyfish** ( ) a) a bright-colored insect with long thin body and two sets of wings. They often live near slow-moving water
2. **octopus** ( ) b) creatures that don't have a spine (backbone) such as a worm, an octopus or an insect
3. **snail** ( ) c) a species of joint-legged invertebrate animals, all arachnids have eight legs
4. **grasshopper** ( ) d) a sea animal that has a clear soft body and can sting.
5. **arachnid** ( ) e) a soft sea animal with eight long tentacles (arms) which it uses to catch food
6, **invertebrates** ( ) f) a small animal with a long, soft body, no legs and a hard shell. It moves very slowly
6. **dragonfly** ( ) g) an insect with long back legs that jumps high and make a loud sound

Read and complete with words from the box:

Jellyfish – squid – backbone – cold – crabs – protection – land

Invertebrates are animals that don't have .... They are .... blooded. They live on .... and in water. Some of them, such as .... have a hard shell for .... others like ...., have soft bodies. Some invertebrates can swim very well, such as the octopus and the ....

Adverbs الظروف

Form:

- **Adjective + ly / ily**

quick → quickly	easy → easily
noisy → noisily	sad → sadly

Note:

good → well	late → late	
early → early	fast → fast	high → high

- **Adverbs come after the verb, but not after "verb to be"**

e.g.: He is sad. He speaks sadly.
They are good player. They play well.

Rewrite the following:

1. Ali is a fast runner. (Ali runs ...)
   ....
2. Sara is a quick driver. (Sara drives ...)
   ....
3. Mom is a good cook. (Mom cooks ...)
   ....
4. Hatem is a bad painter. (Hatem paints ...)
   ....
5. They are slow readers. (They read ...)
   ....

Read and complete with a suitable adverb:

1. An ostrich is a fast bird. It runs ....
2. Amr is late. He gets up ....
3. Menna is a good artist. She paints ....
4. A tortoise is slow. It moves ....
5. This problem is easy. I can do it ....

Connect Plus

Complete By using the adverbs in the box:

easily – fast – slowly – well

1. Insects live in rainforests because they can find food ....
2. The octopus can swim very ....
3. Snails move very ....
4. Some spiders can hide very ....

Comprehension

Read and answer:

Invertebrates are all the animals that don't have a backbone (spine). They're cold-blooded. They live on land and in water. Some invertebrates, such as crabs have a hard shell for protection. Others like Jellyfish, have soft bodies. Some invertebrates can swim very well, such as the octopus and the squid. Some invertebrates, such as snails, have hard shells and move very slowly. Others are faster. Dragonflies can fly very fast. Insects are also invertebrates. They have six legs. Grasshoppers are the most amazing insects. They can jump more than a meter! The spider is not an insect! It has eight legs and it is called an arachnid. It can move very quickly.

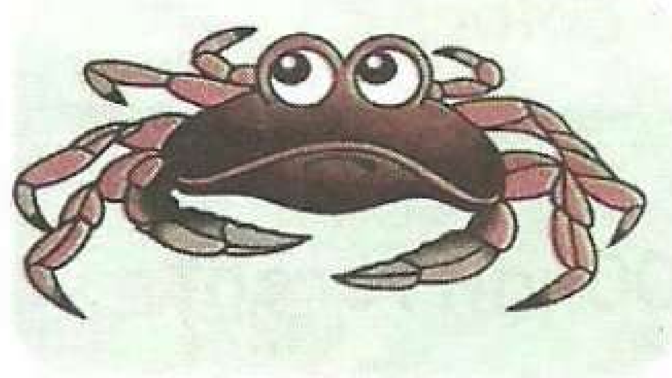
Answer the following:

1. What are invertebrates?
   ....
2. Why is a grasshopper an amazing insect?
   ....

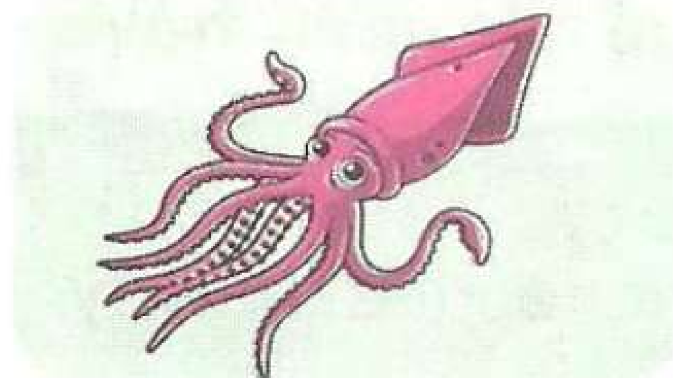
Choose the correct answer:

3. A spider is called a/an (vertebrate – mammal – arachnid – amphibian).
4. A (dragon fly – snail – jellyfish – squid) has a hard shell and moves very slowly.

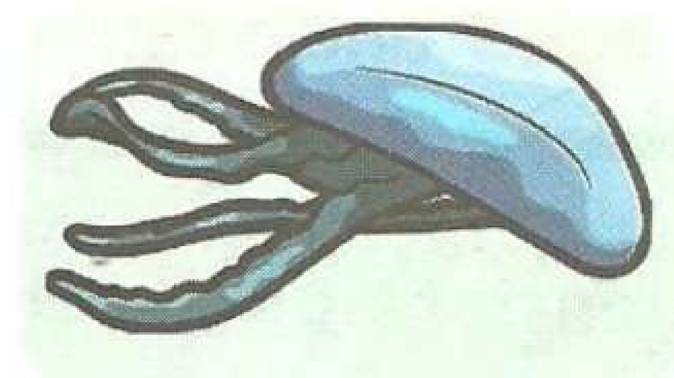
Look and write under each picture:



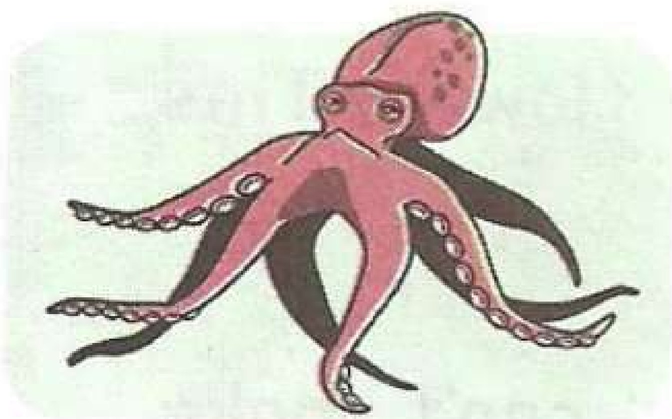
1) ....



2) ....



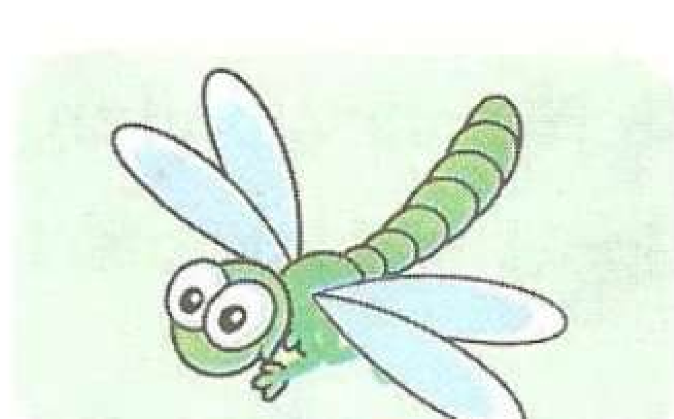
3) ....



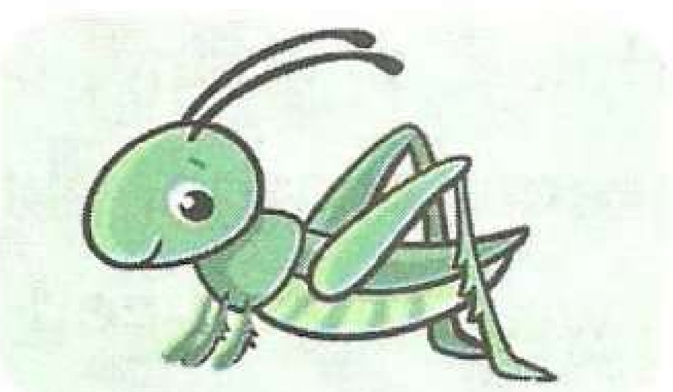
4) ....



5) ....



6) ....



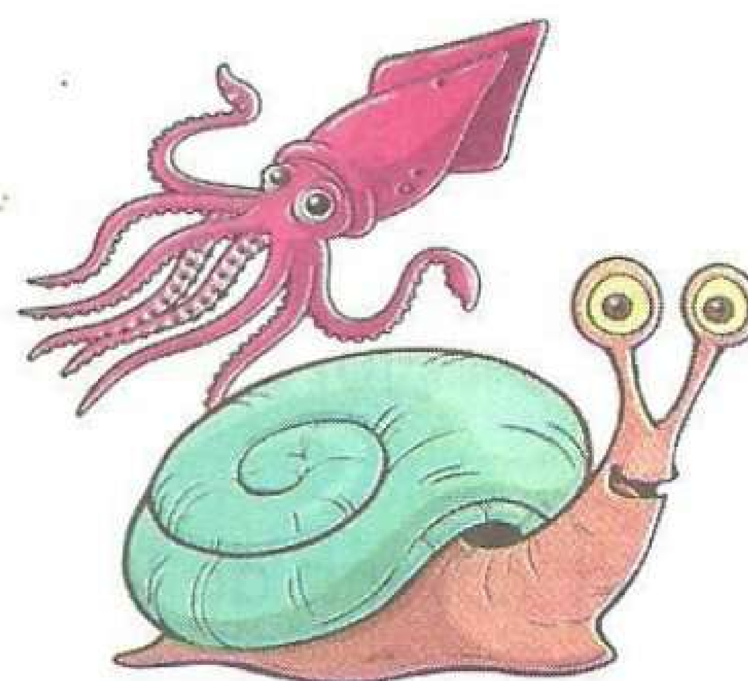
6) ....

Composition

Write a paragraph of about five sentences on "invertebrates"

Guiding words and phrases:

invertebrates - animals - a backbone / cold - blooded / live - and - water / crabs - shell - protection / jellyfish - soft body / octopus - squid - swim - well / snails - move - slowly / hard - shells / dragonfly - fly - fast



....

....

....

....

....

CILL: ART | Lesson 4

Look, read and say. Why do flowers have bright colors?

Scientists think that there are nearly 400,000 different types of plants. Most of these have flowers, which come in many different colors. The bright flowers attract insects, which carry pollen from one flower to another flower. This helps the flowers to reproduce.

Primary colors are red, yellow and blue. We can't make these colors by mixing other colors. We **make secondary colors** by mixing the three primary colors in different amounts. We can make green, orange, purple, and all shades in between. For example, we can mix red and yellow to make orange. The secondary color can be made by mixing primary colors which are nearest to them on the color wheel. Adding black to a color makes it darker, and adding white makes it lighter.

Read the text and answer:



1. What's colors do you need to make purple?

   ....
2. What colors do you need to make orange?

   ....
3. How do you make green darker?

   ....
4. Which colors do you think are warm?

   ....
5. Which colors do you think are cold?

   ....

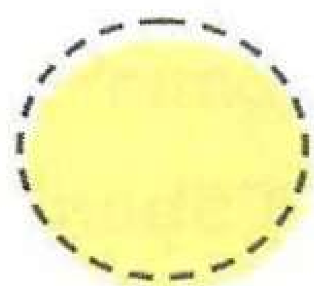
Vocabulary

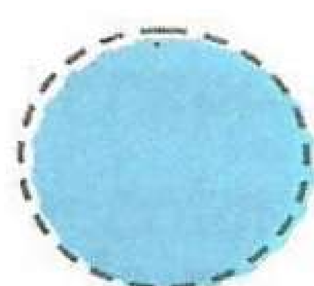
Nouns:

prey الفريسة



predator ضاري / مفترس (آكل للحوم)








primary colors ألوان رئيسية

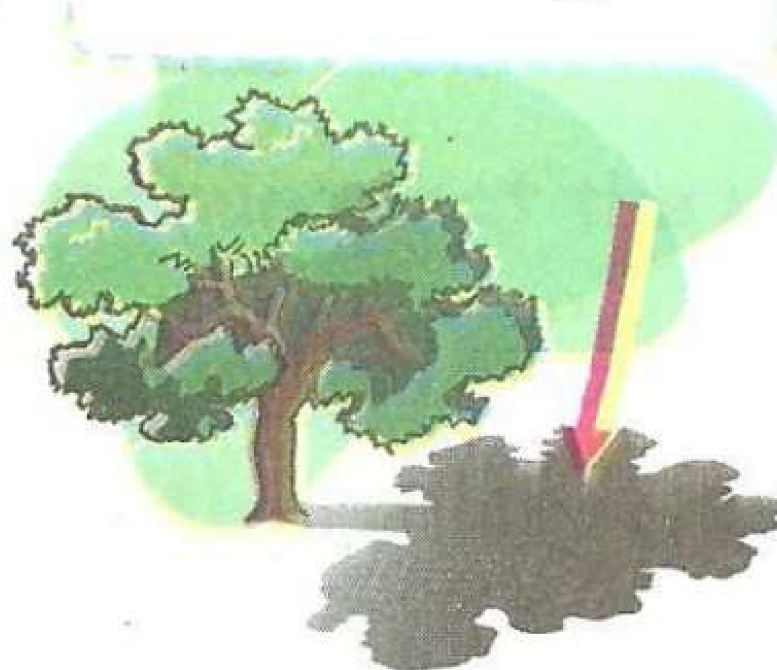
secondary colors ألوان ثانوية

Other words:

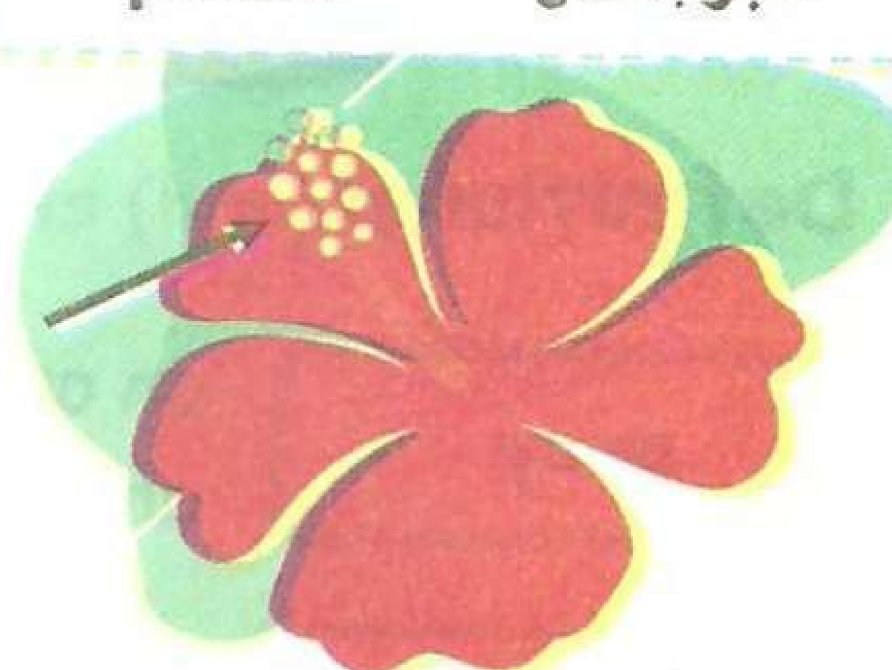
coral reefs شعاب مرجانية



shade ظل



pollen حبوب لقاح



amount كمية

warning تحذير

Conjugation of verbs:

Regular verbs:

present	past	p.p
attract يجذب	attracted	attracted
reproduce يتكاثر/ يتوالد	reproduced	reproduced
mix يتوالد	mixed	mixed
hunt يصطاد	hunted	hunted

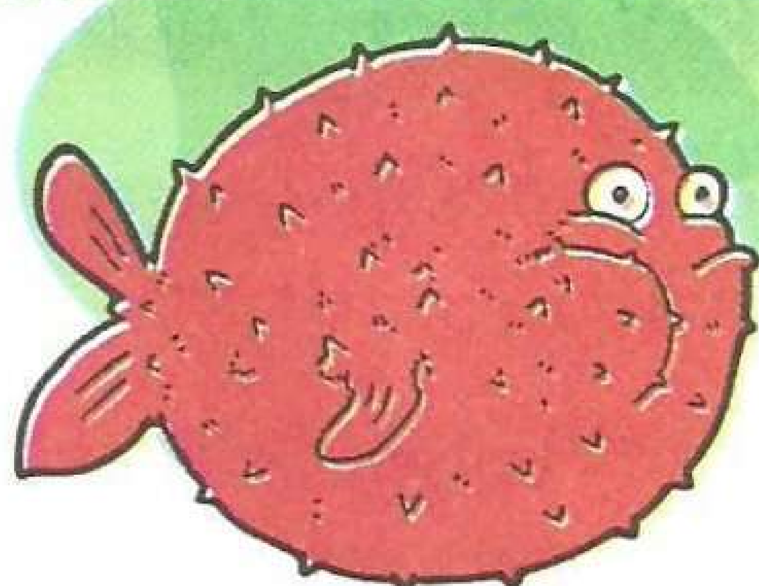
Connect Plus

Irregular verbs:

present		past	p.p
think	يفكر	thought	thought
make	يصنع	made	made
hide	يختبئ	hid	hidden
catch	يصطاد	caught	caught

Adjectives:

poisonous سام



bright براق / لامع



Definitions:

- **prey**: an animal that is caught and eaten by another animal
- **predator**: an animal that hunts and eats other animal
- **primary colors**: one of the three colors, red, yellow and blue that can't be made by mixing other colors
- **secondary colors**: we make these colors by mixing the primary colors in different amounts
- **coral**: a hard substance that is red, pink or white in color and that forms in the sea from the bones of very small sea animals
- **poisonous**: causing illness or death if you eat or drink it

Read and choose:

1. The bright colors of the flowers (distract - attract - contact - connect) insects.
2. Insects carry (seeds - leaves - stems - pollen) from one flower to another.
3. Most replies (reproduce - reduce - reuse - remind) by laying eggs on land.
4. (Primary - Nursery - Preparatory - Secondary) colors can't be made by mixing other colors.
5. By mixing primary colors, we can make green, orange, purple and all the (shadows - shades - amounts - plants) in between.
6. The bright colors of the coral help fish hide from (preys - predators - planets - shades).
7. Many predators don't eat (prey - corals - flowers - types) that are brightly colored.
8. Bright colors can be a warning that the prey is (hungry - poisonous - delicious - angry).

Read and rearrange the following:

1. colors - make - colors - can't - primary - mixing - by - other - **We**.

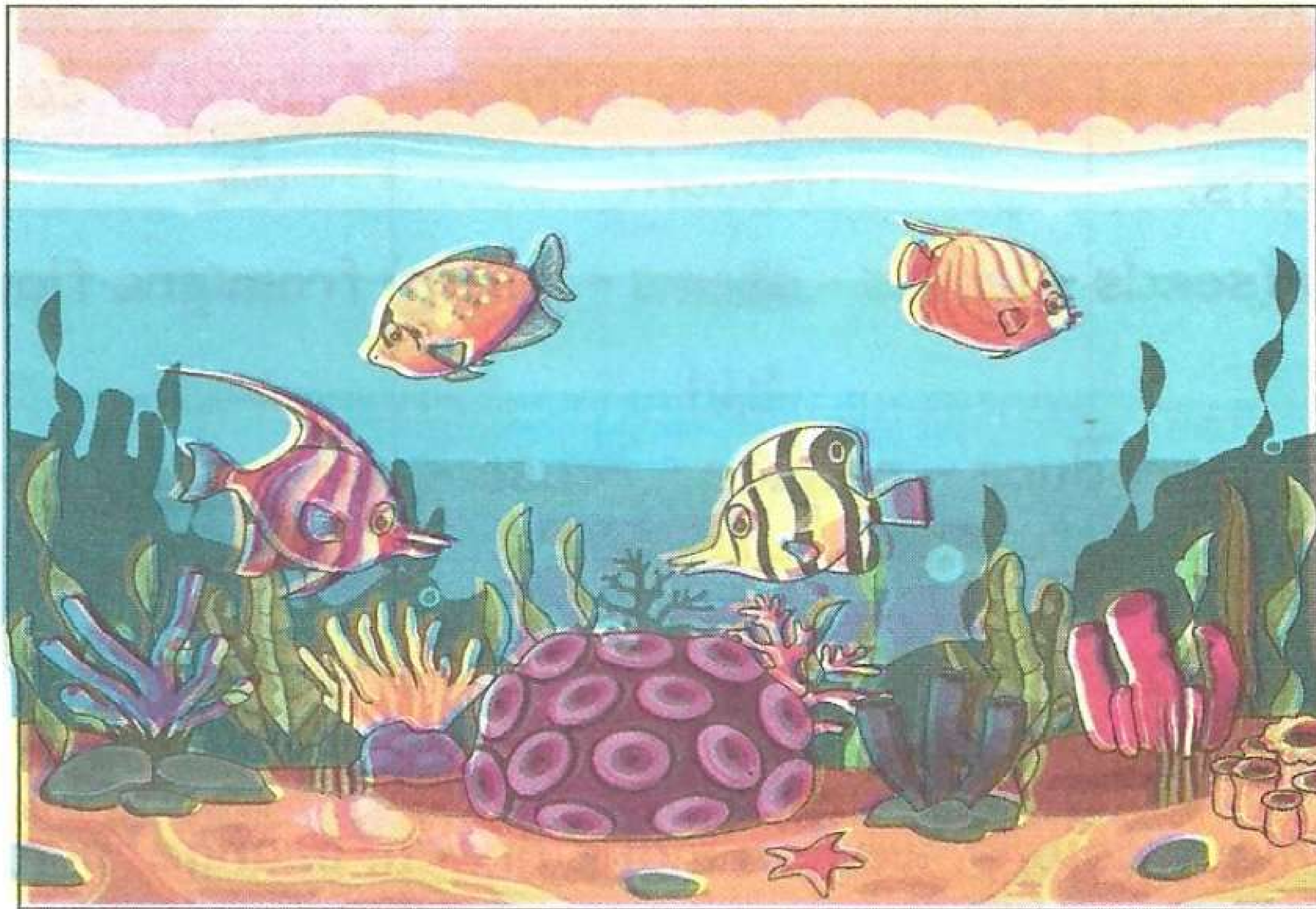
   ....
2. insects - attract - **The** - flowers - bright.

   ....
3. make - red - orange - yellow - mix - to - can - **We** - and.

   ....
4. prey - **Many predators** - eat - are - colored - don't - that - brightly.

   ....

Look, read and circle:



There're lots of **terrible / interesting** things to see under the sea! some fish are very **darkly / brightly** colored, and some are very **darkly / brightly** colored, and so are some plants. In a coral **leaf / reef**, having bright colors can help fish **learn / hide** from predators / prey. The Coral is very **dark / bright** and has different colors, so fish can hide from bigger fish. In addition, many predators **eat / don't eat** prey that are brightly colored. Bright colors can be a warning that prey is **delicious / poisonous**.

Read and complete the missing part in the dialogue:

A : Hello, Noura. ....?
B : Hi, Sandy. Yes, and I'm a good painter, too.
A : What are the primary colors?
B : ....
A : How can we make the secondary colors?
B : ....
A : Good luck, Noura!
B : Thank you, Sandy.

Comprehension

Read the passage and answer:

There're lots of different colors. They attract people, animals as well as insects. The bright colors of flowers attract insects. which carry pollen from one flower to another. This helps the flowers to reproduce. Primary colors are ted, yellow and blue. We can't make these colors by mixing other colors. We can make secondary colors by mixing the three primary colors in different amounts. We can make green, orange, purple and all the shades in between. For example, we can mix red and yellow to make orange. The secondary colors can be made by mixing primary colors which are nearest to them. Adding black to a color makes it darker, and adding white makes it lighter.

Answer the following:

1. What happens when insects carry pollen from one flower to another?

   ………………………………………………………………………………………… .

2. Can we make primary colors by mixing other colors?

   ………………………………………………………………………………………… .

Choose the corrcet answer:

3. We can mix red and yellow to make (purple - green - orange - pink).
4. Adding (white - black - red - green) to a color makes it darker.

Composition

Write about seven to **five** sentences on:

"Colors"

Guiding words:

different - colors / attract - animals - insects - bright colors - flowers - attract - insects / carry - pollen - flower - another / helps - flowers - reproduce / primary colors - red - yellow - blue / make - primary colors - mixing - other colors / make - secondary - colors - mixing - three - primary colors / mix - red - yellow - orange / add - black - white - a color - darker / lighter

WRITING: LINKING WORDS AND PHRASES

Lesson 5

Look and read about the water lily.
How does the lily's stem help it adapt to its environment?

Most plants grow in soil. However, some plants grow in water, such as **water lily**. They have a large, flat leaf on the surface of the water, and a long stem that reaches down to the bottom of the lake.



They have brightly colored flowers and they make seeds which float on water. In addition, their roots spread under the water, and they can cover a very large area. On one hand, this can look pretty, but on the other hand, it can make it difficult for other animals and plants to live under the water.

Read the text and answer the questions:

1. What parts of a water lily are on top of the water?

   ....

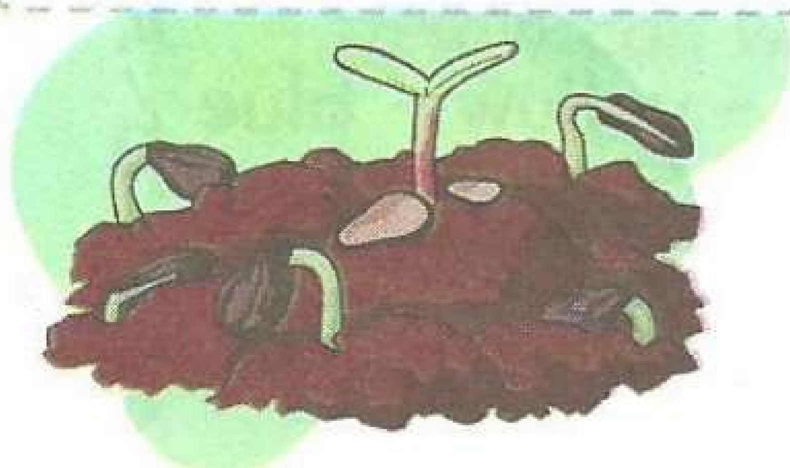
2. What parts of a water lily are under the water?

   ....

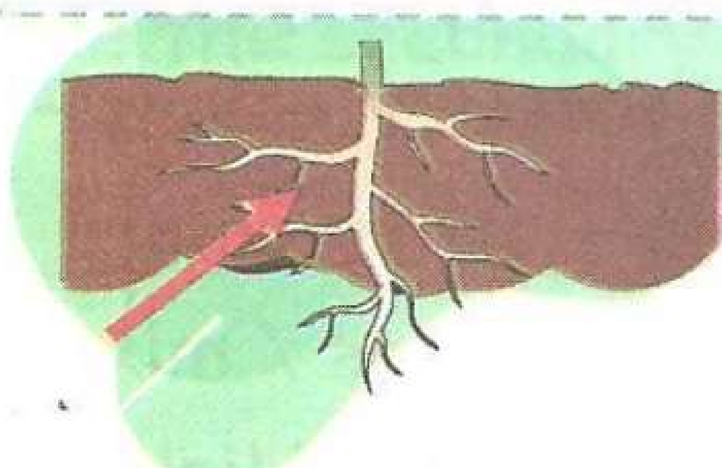
Vocabulary

Nouns:

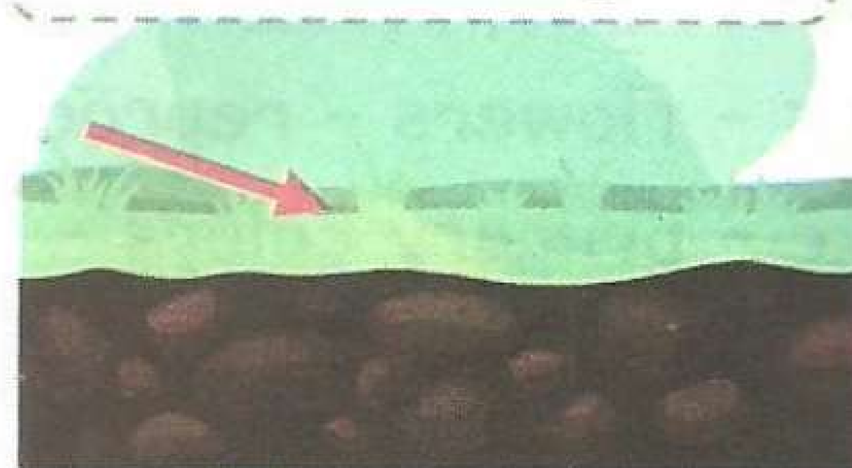
soil التربة



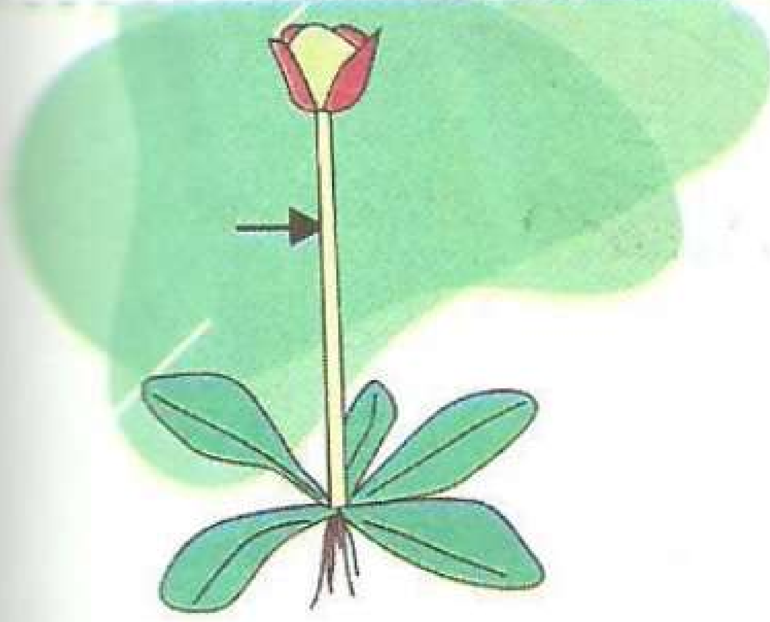
roots جذور النبات



surface سطح



stem ساق النبات



environment البيئة



water lily زهرة زنبق



Verbs

Conjugation of verbs:

Regular verbs:

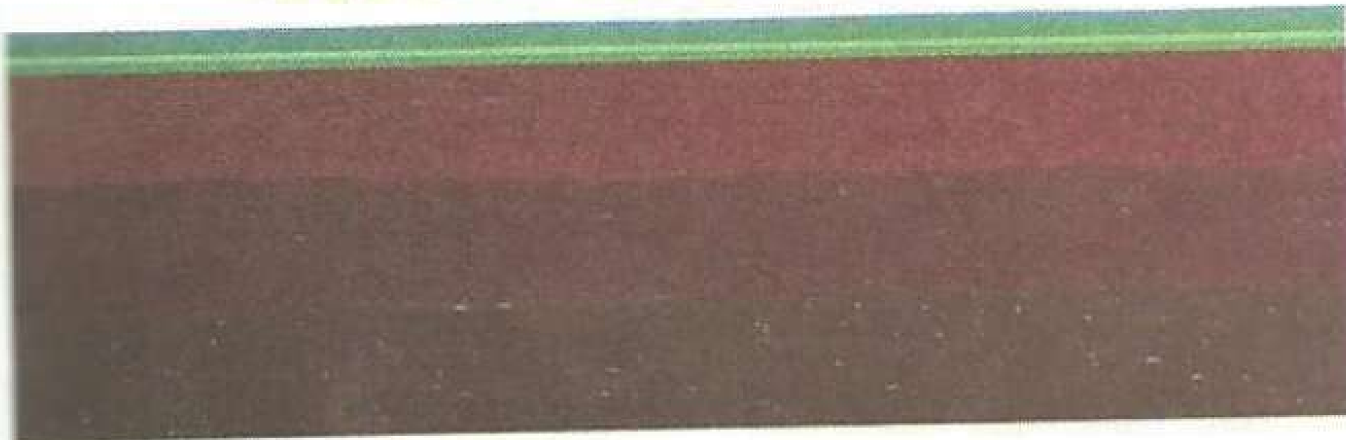
present		past	p.p
float	يطفوا	floated	floated
Cover	يغطي	covered	covered
reach (down)	يتعمق لاسفل	reached (down)	reached (down)
live	يعيش	lived	lived
adapt + (to)	يتأقلم مع / يتكيف مع	adapted (to)	adapted (to)

Irregular verbs:

present		past	p.p
spread	ينتشر	spread	spread
grow	ينمو	grew	grown

Adjectives:

flat مستوي / مسطح



difficult صعب

Phrases and expressions:

in addition بالإضافة إلى

on one hand من ناحية / من جهة

however مع ذلك بالرغم من

on the other hand على العكس / من ناحية أخرى

Connect Plus

Look, think and answer the questions:



1. Do you have a pet?

   ....

2. What animals are good pets?

   ....

3. Where do pets live?

   ....

4. What does your pet eat?

   ....

5. How often do you feed it?

   ....

Make notes on the advantages & disadvantages of keeping a pet:

Advantages	Disadvantages
1.	1. ....
2.	2. ....
3.	3. ....
4.	4. ....

A tip!

Use these words / phrases to link the sentences and ideas in your paragraph.

- In addition: to add more information to the same idea.
- However: to show a change in topic.
- On one hand ...... / On the other hand: to show different points of view on the same topic.

Composition

Write a paragraph on one animal that can live on land and on water. how it adapts to be able to live in both environments.

Use some words and phrases from the tip!

....

....

....

....

Look, read and circle the correct word:



Most plants grow in **air / soil**. **However / So**, some plants grow in water, such as the water lily. They have a large, flat **roots / leaf** on the surface of water, and a long **branch / stem** that reaches **up / down** to the bottom of the lake. They have brightly colored flowers and they make **seeds / nuts** which **sink / float** on water. **In addition / However**, their roots spread under the water, and they can cover a very large area. On one **hand / In addition**, this can look pretty, but on the other hand, it can make it difficult for other animals and plants to live under the water.

Write a small text using some of the phrases in the tip!

....

....

....

You've learned about lots of plants and animals. When we stud the natural world, we find animals and plants living together in habitat.

Vertebrates, invertbrates and plants all need each other and the work together to survive.

Large habitats, or **mirco-habitata**, are forests, desert, an grasslands. A **micro-habitat** is a small area such as a pond or treee.

Look & read the outline:

a) What micro-habitats are close to where you live?

b) Write a report about the vertebrates, invertebrates and plants that live in your micro-habitat.



Vertebrates:

....

....

Invertebrates:

....

....

Plants:

....

....

Review on Unit 2

Vertebrates

vertebrates	mammals	reptiles	amphibians
cold blooded	warm blooded	backbone	habitat

Language

b) Comparative and adjectives:

- Short adjective + er + than **(taller than)**
- more long adjective + than **(more interesting than)**

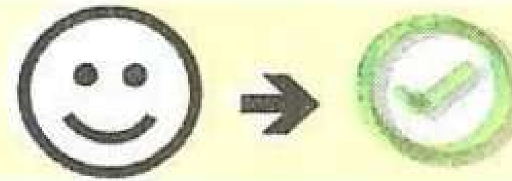
INVERTEBRATES

invertebrates	arachnid	octopus	grasshopper

Art

prey	predator	Coral reefs	pollen

Self-Assessment التقييم الذاتي

Good 



not good / Bad 



By the end of this unit, I'll be able to ....

...في نهاية هذه الوحدة أستطيع أن ....

3. Say these words أستطيع قول هذه الكلمات

vertebrates 

Coral reefs 

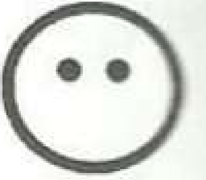
invertebrate 

predator 

amphibians 

prey 

habitat 

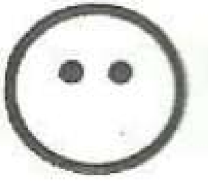
pollen 

2. Read and write these sentences / questions

What are vertebrates? 

Which vertenrates have gills? 

What are invertebrates? 

Wgy do fish have bright colors? 

ملاحظات المعلم
Teacher's notes

....

....

ملاحظات ولي الأمر
Parent's notes

....

....

Unit 3 My World

SCOPE AND SEQUENCE

Vocabulary	**My local area** community, neighborhood, citizenship **History**: dynasty, hieroglyphs, pharaoh, scribe. governorates of Egypt capital city **Music**: clapping, ney, oboe, oud. Qanun, rebaba, shabbaba, simsimeya, string instrument.wind instrument.
Language	This is my neighborhood. It's mine. That's your bike. It's yours. Important dynasties ruled Egypt for many years.
Reading	Texts about the history of ancient Egypt: texts about folk music and folk dancing.
Writing	Describing your community: a paragraph describing folk music or dance.
Speaking	Talking about where you live; group work to make a tourist in formation guide.
Listening	Children describing their communities: information about governorates: musical instruments.
Life skills	**Respect for diversity**: the different governorates of Egypt. **Communication**: a tourist information guide.
Values	**Curiosity** **Participation**
Issues and challenges	**Loyalty and belonging** **National unity** **Awareness of duties and rights**
Integrated cross-curriculum topics	**Social studies**: ancient Egyptian history; the governorates of Egypt. **Music**: traditional Egyptian music and dance.

In this unit we will:

- Understand what makes a community.
- Understand and use possessive forms.
- Learn about the history of Egypt.
- Form and use regular and irregular past simple verbs.
- Read about the governorates of lower and Upper Egypt.
- Read about the development of farming.
- Learn about Egyptian folk music.
- Make a tourist information guide.

Look, read and discuss:

1. What different types of buildings can you see?

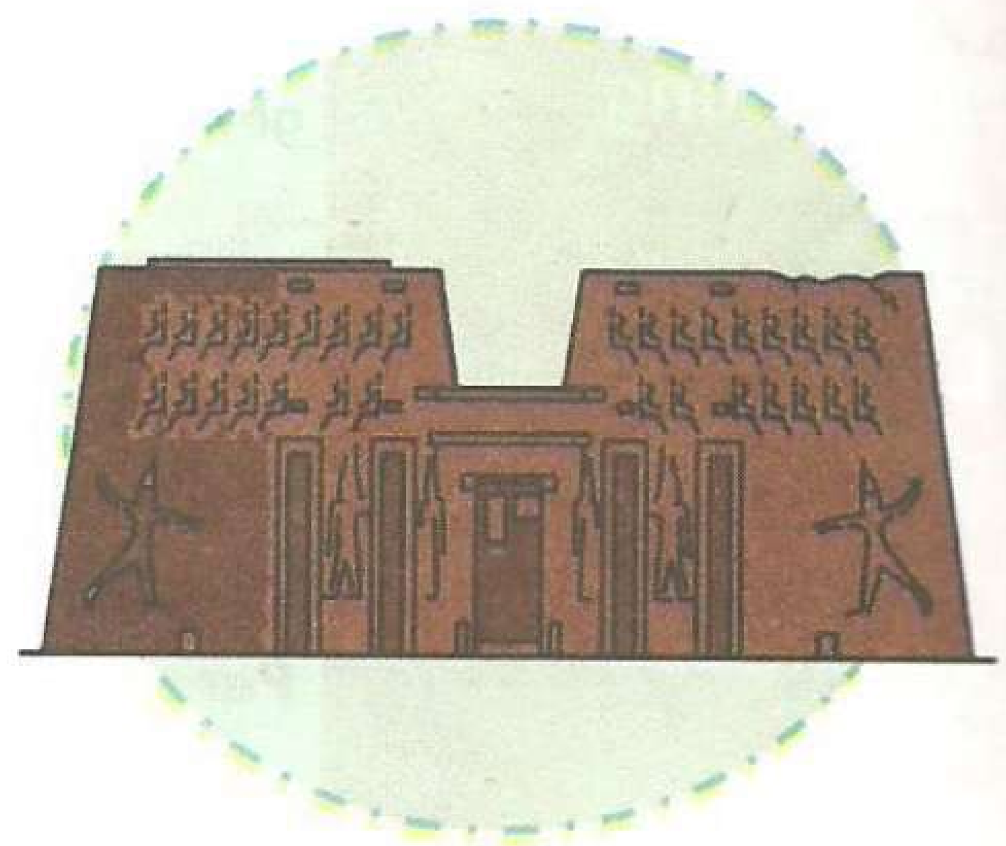
....

2. What words can you use to describe this picture?

....

Did you know?

Egypt is one of the oldest civilizations on Earth. It became a powerful over 5,000 years ago.



Find out:

Who was the first pharaoh to bring Upper and Lower Egypt together?

....

My community | Lesson 1

Look, listen and read:



A community is a group of people who live and work together in the same area. A community is more than your house, family, or your neighborhood. It is a mixture of people, places, activities, and ideas. My community includes my family, my friends, and my school.

There are probably important places in your city or village that you often visit. You also have a community there. For me, I am part of the community at my sports club too.

When you act in a way that is good for your community, this is good citizenship. This means that you work hard to help other people, and behave in a kind and fair way. Good citizenship is a good part of being in a community. I am always polite and helpful at school, and at my sports club.

Read the text and circle the things you think are part of your community:

family	school	weather	clothes
sport	food	school	art
books	games	tourist	port

Read, think and tick (✓):

What do you think a community is? Is it:

- The people who you live with? (……………)
- The place where you live? (……………)
- The activities you can do? (……………)
- The things you think and believe. (……………)

Vocabulary

Nouns

community مجتمع صغير / جماعة	Neighbourhood حي / جيرة – جوار	citizenship جنسية

Other words

tourists سياح



mixture	خليط / مزيج من	society	مجتمع	civilization	حضارة

Verbs

behave	يتصرف	include	يتضمن يشمل	believe	يصدق
act	يعمل			share	يشارك

Conjugation of verbs:

Regular verbs:

present		past	p.p
behave	يتصرف	behaved	behaved
include	يشتمل على	included	included
believe	يؤمن	believed	believed
share	يشارك	shared	shared

Adjective:

fair	عادل / منصف	polite	مهذب

Definitions:

community: a group of people with common characteristics or interests living together in a larger society

neighborhood	a particular part of a town and the people who live there near you
citizenship	the state of being a member of a particular country accepting the responsibility of it
society	the people who live in a country as a group who share customs and laws

Read and match:

1. community [ ] a) the people who live in a country as a group who share customs and laws.
2. neighborhood [ ] b) the state of being a member of a particular country and accepting the responsibility of it.
3. citizenship [ ] c) a group of people with common characteristics or interests living together in a larger society.
4. society [ ] d) a particular port of a town and the people who live there near you

Read and choose:

1. A (country - community - family - team) is a group of people who live and work together in the same area.
2. There're a lot of parks and tall buildings in the (neighbor - neighboring - neighborhood - neighborly).
3. Good (citizenship - civilization - society - neighborhood) is a good part of being is a good part of being in a community.
4. A community is a (mixer - mix - mixture - mixed) of people, places, activities, and ideas.
5. I do research into the roles of men and women in our (society - nature - team - food).

Language

Possessive pronouns ضمائر الملكية

They aren't followed by a noun, they often come at the end of a sentence. They are sometimes followed by a verb.

e.g.: This is my pen. It's **mine**.
Is this book **yours**?
My bike runs fast. **Yours** runs slowly.

Form:

Possessive adjectives	my (pen)	your (book)	our (book)	his (sister)	her (uncle)	their (home	[illegible]
Possessive	mine	yours	ours	his	hers	theirs	–

Read and choose:

1. That's my house. It's **(my – me – mine – our)**.
2. These are our toys. They're **(we – us – our – ours)**
3. Is this bike **(she – her – hers – my)**.
4. This is my brother's cell phone. It's **(he – him – his – he's)**.
5. Our school is near, **(them – their – theirs – they)** is far away.
6. Is this bag **(yours – your – you – you're)**?
7. His car runs fast, **(my – mine – me – her)** runs slowly.

Read and rewrite the following:

1. This is my neighborhood. (This neighborhood ...)

....

2. Is this your book? (yours)

....

3. These are my crayons, where is her crayons? (hers)

....

4. It is their house. **(theirs)**

....

5. Your kite flies high. my kites flies high, too. **(mine)**

....

Read and circle:

A **country / community** is a group of people who live and work together **in different / the same area**. A community is more than your house, family, or your **neighbor / neighborhood**. It is a mixture of people, **places, clothes / activities and ideas**. My community includes my **books / family**, my friends and my school. when you act in a way that is good for your community, this is good **citizenship / friendship**.

Comprehensions

Read the passage and answer:

A group of people who live and work together in the same place is called a community. It is more than a house, a family or a neighborhood. It's a combination of people, places, activities and ideas you can be part of the community at the places which you often visit in your city or town, for example, the sports club. You can also have a community there. When you act in a way that is good for your community, this is good citizenship. It means that you work hard to help other people, and behave in a kind and fair way.

Answer the following:

1. What is a community?

....

2. What is a good citizenship?

....

Choose the correct answer:

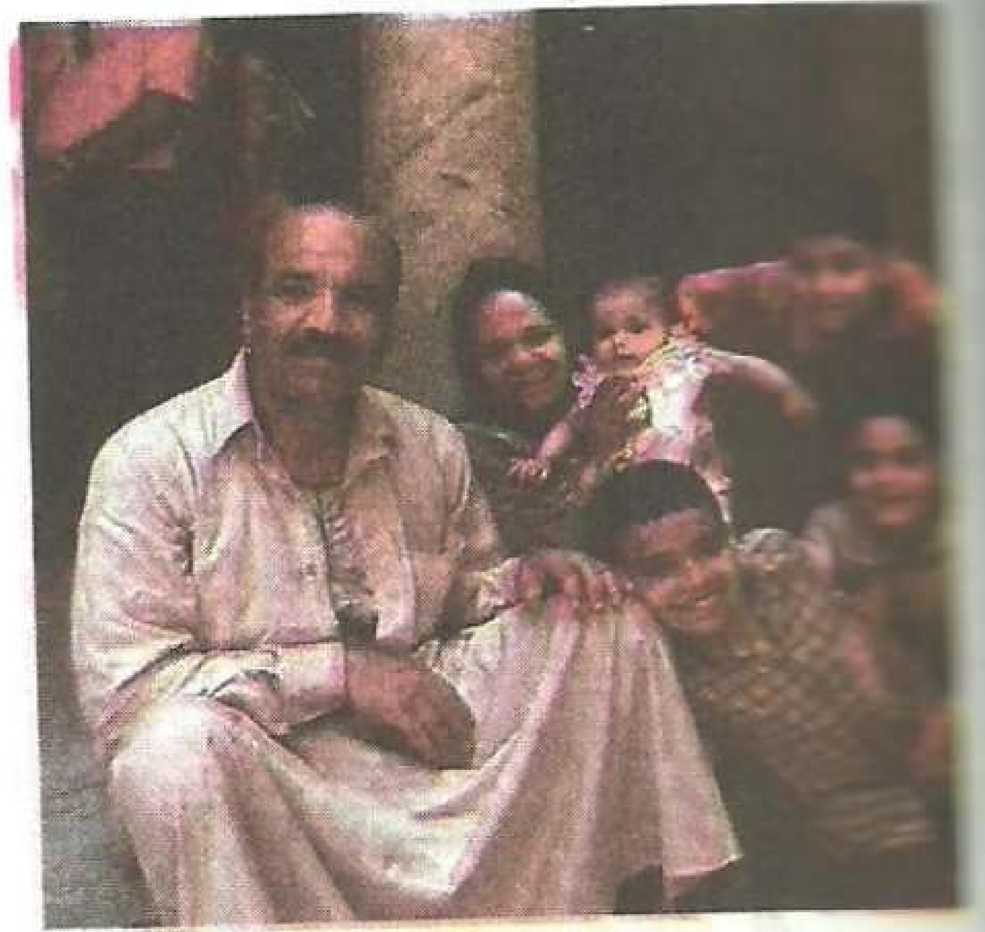
3. A community is more than a house, a family or a (country - city - neighborhood - village).
4. A community is a mixture of people, places (books - vehicles - clouds - activities) and ideas.

Composition

Write a paragraph of about **five** sentences on:

"Your community"

You can use the following guiding words:
community - group - people - live - work - same area / community - house - family - neighborhood / mixture - people - places - activities - ideas / community - my family - my friends - my school / act - away - good for - work hard - help - people/



....

....

....

....

....

Think and write. What is special about your community?

....

....

....

....

....

....

....

The History of Egypt — Lesson 2

Read about the history of Egypt. What are the 3 main parts of the history of ancient Egypt?

Egypt is a country with a very long and interesting history. People started to live near the Nile about 9,000 years ago, in 7000 BCE.

At first, there were two separate areas. Lower Egypt was in the north, where the Nile joins the sea. Upper Egypt was in the south, where the Nile flows through the deserts of Africa.

In about 3200 BCE, one **pharaoh**, Mena joined these two parts to **unite** the country of Egypt.

Egypt controlled the Nile as far as boats could sail on it, so it became very powerful.

There are three main parts to the history of ancient Egypt:

The old Kingdom [2800 - 2200 BCE]	The Middle Kingdom [2065 - 1775 BCE]	The New Kingdom [1570 - 1098 BCE]

Important **dynasties** controlled Egypt for many years. These were important families who ruled the country.

Read the text and answer the questions:

1. When did people start to live near the Nile?

....

2. Where was lower Egypt?

....

3. Why was Egypt powerful when it united?

....

4. Who was the pharaoh who united the two parts of Egypt?

....

Connect Plus

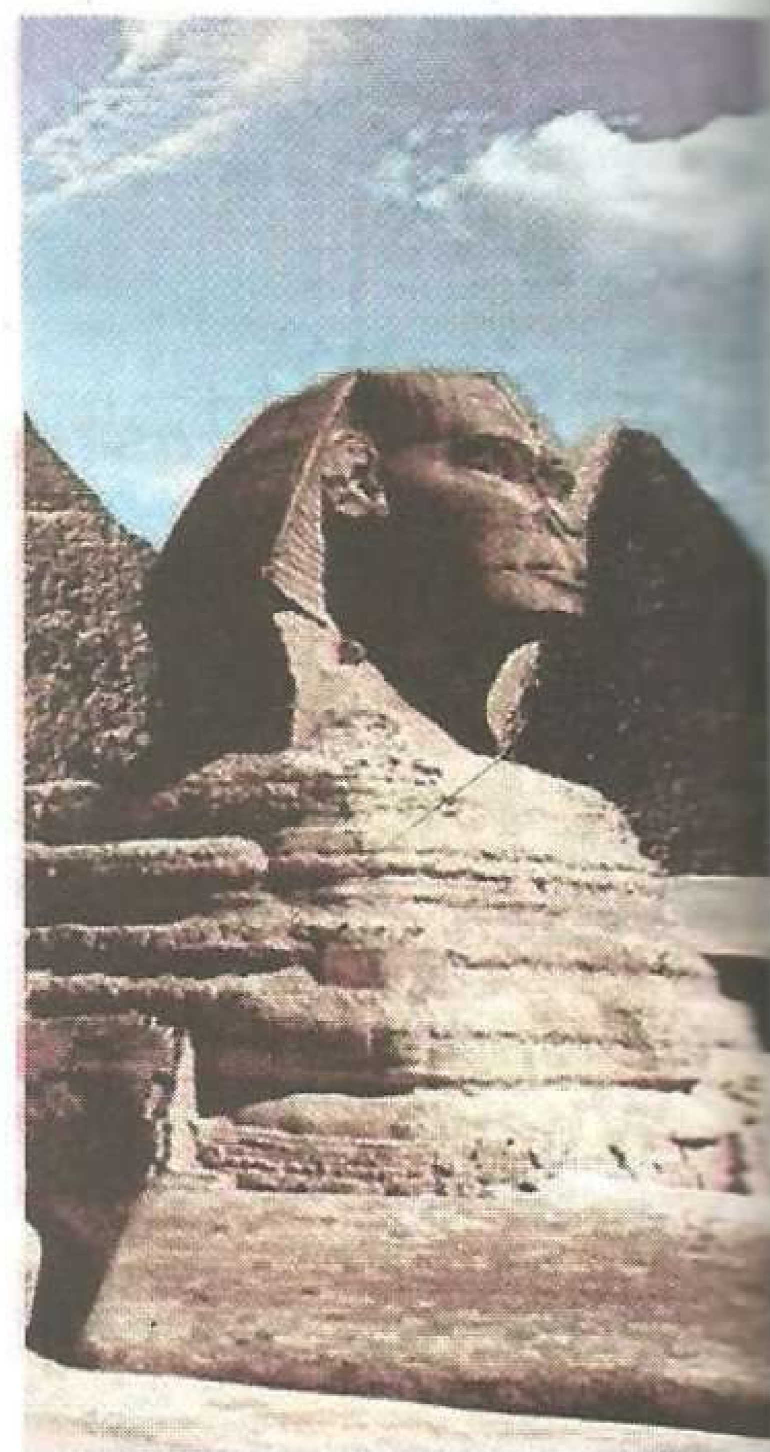
Read and match:

1. Dynasties controlled Egypt for many years. [ ] a) which uses pictures or symbols that can mean one word or many ideas.
2. Lower Egypt was in the north, [ ] b) to write down everything That happened at that time.
3. Upper Egypt was in the south, [ ] c) They were important families who ruled the country.
4. The pharaoh, Mena joined these two parts [ ] d) where the Nile joins the sea.
5. Ancient Egyptians used scribes [ ] e) where the Nile flows through the desert of Africa.
6. Hieroglyph is a writing system [ ] f) to unite the country of Egypt.

Look, read and complete with words from the box:

powerful – unite – dynasties – controlled – separate – south – north – flows – joins – pharaoh

Egypt has a very long interesting history. People started to live near the Nile about 9,000 years ago, in 7000 BCE. There were two .... areas. Lower Egypt was in the ....,Where the Nile .... the sea. Upper Egypt was in the ...., where the Nile ....through the deserts of Africa. The ...., Mena joined these two parts to .... the country. Egypt .... the Nile as far as boats could sail on it. So it become a ....country. Important .... controlled Egypt for many years.



Do you know? There are over 100 hieroglyphic symbols.

Comprehension

Read the passage and answer the questions:

We know a lot about the ancient Egyptian history through their writings. They wrote on stone, wood, metal and papyrus. The Egyptians used scribes to write down everything that happened at that time. Scribes were very important people. They worked for the ruling dynasties. They wrote in hieroglyphs, which are pictures or symbols that can mean one word on many ideas. We can see these writings today in tombs and museums. Children learned to become a scribe at school.

Answer the following:

1. What did scribes write on?

   ....

2. Who did scribes work for?

   ....

Choose the correct answer:

3. Hieroglyphs are (books – tools – pictures – numbers) or symbols that can mean one word or many ideas.
4. We can see these writings today at (libraries – tombs – deserts – houses).
5. Children learned to become scribes at (tombs – temples – schools – houses).

Read and complete the missing parts in the dialogue:

A : Hello, Salah. .... last Sunday?

B : I was at the Egyptian Museum.

A : What did you do there?

B : .... ancient Egyptian writings.

A : .... ?

B : They wrote on stone, wood, metal and papyrus.

A : Did you enjoy your visit?

B : Of course, I did.

Grammar

The past simple Tense (regular & irregular verbs)

Use:

An action happened and finished at a certain time in the past.

Time expressions:

yesterday - ago - last - .... - in 2005

Affirmative:

- Regular verbs + ed / ied / d

walk → walked arrive → arrived carry → carried

Irregular verbs "2nd from"

go→ went see→ saw eat → ate come → came
buy → bought win → won build → built find → found

Read and choose:

1. We (watch - watching - watched - watches) TV last night.
2. It (are - is - was - be) not last Monday.
3. We (having - had - has - is having) a party a week ago.
4. They (playing - play - played - plays) computer games yesterday.
5. He (write - wrote - write - writing) an email ½ an hour ago.
6. Sara (buys - buy - buying - bought) a new dress last weekend.
7. I (study - studies - studied - studying) science last night.
8. My grandparents (lived - live - living - lives) in Agamy in 2008.

Read and rewrite the following:

1. It's cold today. (yesterday)

....

2. The boat sails on the lake every morning. (last Sunday morning)

....

3. He has lunch in the afternoon. (an hour ago)

....

4. She sometimes plays video games. (last Friday)

....

5. I often carry an umbrella. (yesterday)

....

Read, find and write the past simple tense:

	present	Past
1.	catch	....
2.	live	....
3.	study	....
4.	arrive	....
5.	have	....
6.	are	....
7.	join	....
8.	rule	....
9.	eat	....
10.	build	....

Composition

Write about seven to **five** sentences on:

"The history of ancient Egypt"

You may use these words and phrases:

Egypt – long – interesting – history / two separate – areas – lower – Upper Egypt /Pharaoh Mena – two parts – unite – country / Egypt – the Nile – boats – sail / became – powerful / dynasties – Egypt – many years / important – families



....

....

....

....

....

Connect Plus

THE GOVERNORATED OF EGYPT — Lesson 3

Listen, read and find these places on the map:

The governorates of Egypt.

- There're 27 governorates in Egypt today.

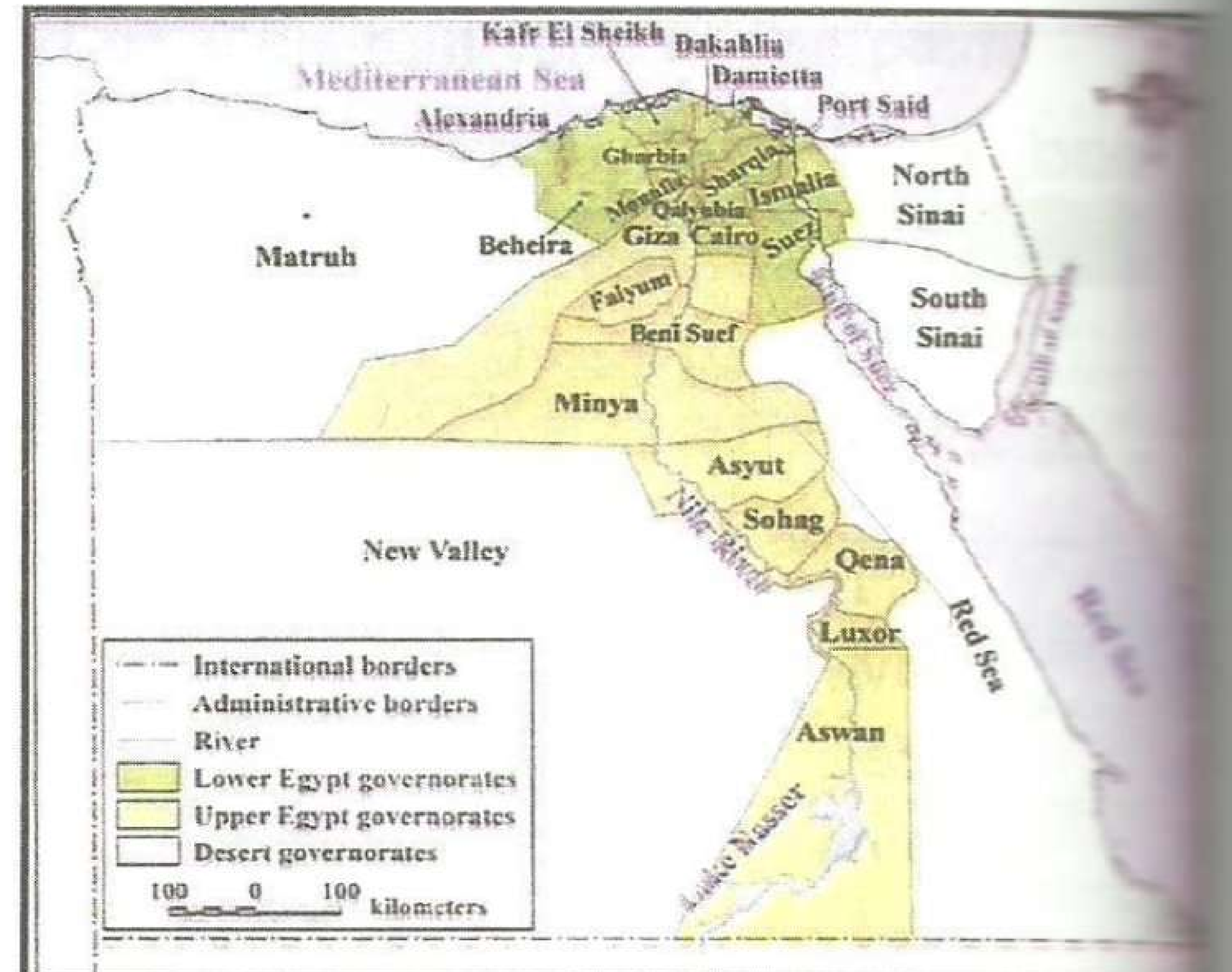
Look at the map.

Where do you live?

....

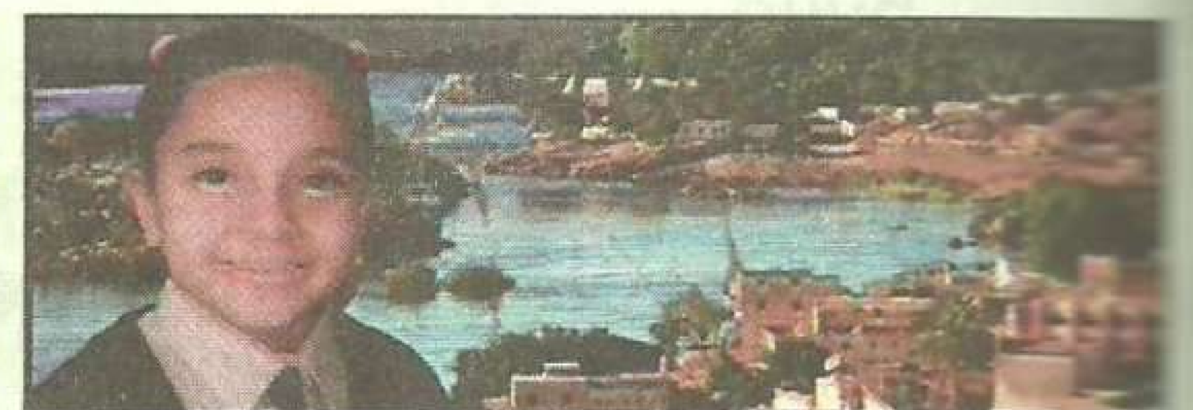
....

....





I'm Youniss, and live in the Red sea Governorate. It has a beach which is over 1,000 km. it's a very popular place to visit for scuba diving and water sports.



I'm Menna, and live in Aswan Governorate. It's the farthest south in Upper Egypt. Its capital is Aswan. In 1970, engineers finished the Aswan High Dam.

I'm Malika, and I live in the Alexandria Governorate. It's Important because lots of ships sail in and out of the port.

The city of Alexandria used to be the **capital city** of Egypt.



Look at the map, then answer the questions:

1. Which governorates are next to the sea?

....

2. Which governorates are next to another country?

....

3. What are three governorates in Lower Egypt?

....

4. What are the three governorates in Upper Egypt?

....

Comprehension

Read the passage and answer:

Alexandria Governorate is one of the governorates of Egypt. The city of Alexandria was historically the capital of Egypt until the foundation of Fustat, which became Cairo later on. Today Alexandria is considered the second important city after Cairo. It is located in the north of the country, on the Mediterranean Sea. This makes it the most important port in Egypt. It's area is about 2, 818 km2. It's population is about 6,000,000 people. There're lots of historical places such as the citadel of Qaitbay, Greek. Roman Museum, Royal Jewelry Museum and Bibliotheca Alexandria.

Answer the following:

1. How big is Alexandria?

....

2. How many people live there?

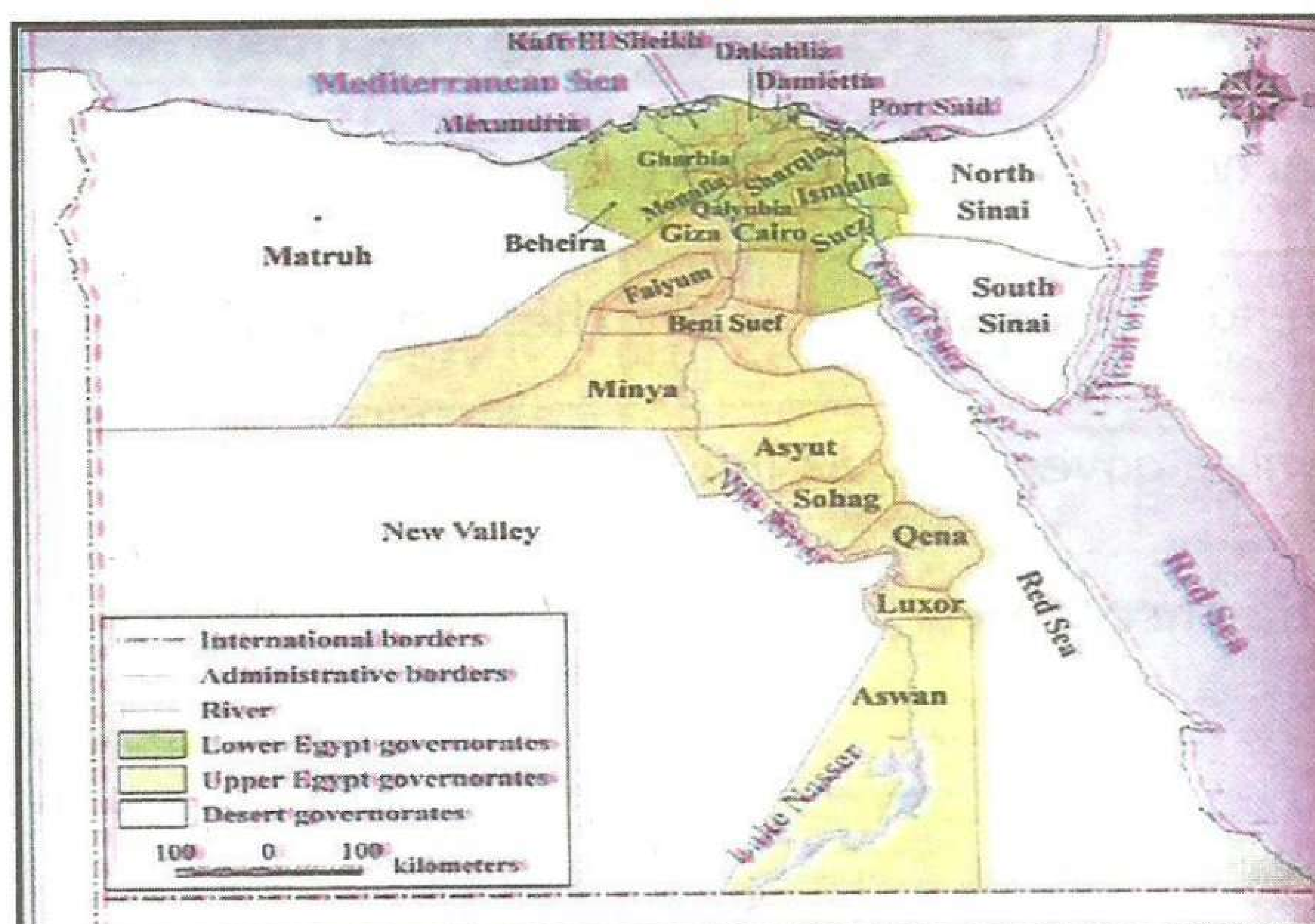
....

Choose:

3. Alexandria has lots of monument such as (the pyramids - the Egyptian Museum - The Sphinx - The Royal Jewelry Museum).
4. Alexandria is the most important (oasis - port - village - desert) in Egypt.

Connect Plus

Look ,read and find these places on the map:



1. I'm said, and live in the Red Sea Governorate. It's a beach which is over 1,000 km. It's a very popular place to visit for scuba diving and water sports.



2. I'm Dalia, and I live in Aswan Governorate. It's the farthest south in Upper Egypt. It's capital is Aswan. In 1970, engineers finished the Aswan High Dam.



3. I'm Mostafa, and I live in Alexandria Governorate. Lots of ships sail in and out of the port. The city of Alexandria used to be the capital city of Egypt.



Find out:

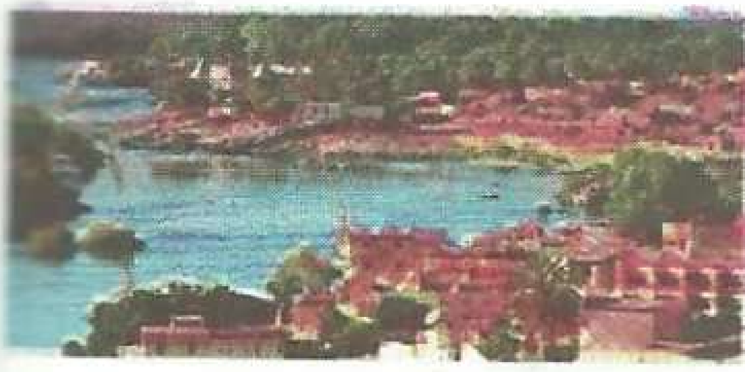
How big is your governorate?

What is the population of your governorate?

What is the biggest city?

Write from the box:

Red sea - Aswan - Alexandria





1) .... 2) .... 3) ....

Read and complete the dialogue:

A : Hello, Seif. Which governorate do you live in?
B : Hi, Fares. ....
A : .... ?
B : It's the farthest south in Upper Egypt.
A : What is the capital city?
B : Aswan.
A : What did engineers do in 1970?
B : ....

Composition

Write a paragraph of about **five** sentences on:

"You governorate"

You may use the following guiding phrases:

How big it is / how many people live there - What's the biggest city is - What natural features it has - which city or countryside you live in.



....
....
....
....
....

CILL: Muisc | Lesson 4

Read the text. What kinds of music does it talk about? Do you know any of this music?



Egypt has lots of traditional folk music. There are different styles from different parts of the country.

Folk musicians from Upper Egypt play Saidi music. This type of music uses string instruments such as violins, and wind instrument such as the oboe. Singing and drumming is also a key part.

Farther south is the home of Nubian music. Clapping and drumming is an important part of this type of music. Nubian music is now popular all over Egypt. Sometimes it is mixed with other modern style of music.

The most popular instruments in Bedouin music are the shabbaba and the rebaba. Bedouin music also often includes singing. Songs are usually about special events.

Vocabulary:

Nouns:

folk music
موسيقى شعبي



Saidi music
موسيقى صعيدي



Bedouin music
موسيقى بدوية



Nubian music موسيقى نوبية



Oboe آلة الأبو



Qanun القانون



oud آلة العود



rebaba آلة الربابة



Ney آلة الناي



drumming دق الطبول



clapping التصفيق



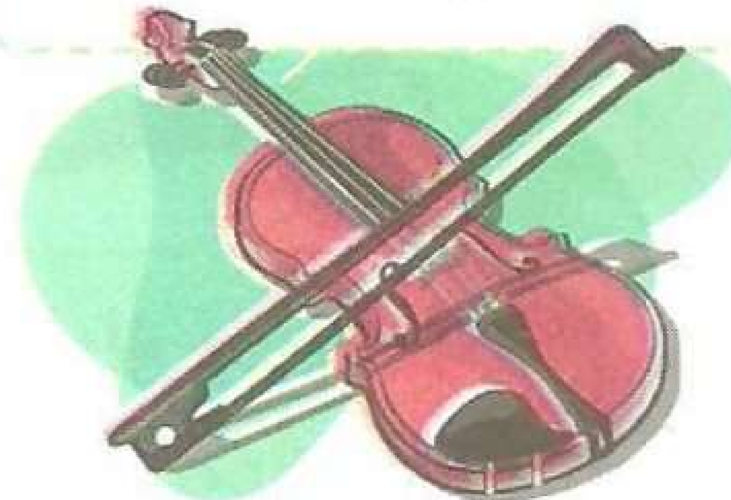
shababa (شبابة) آلة نوبية



musicians عازفين



violin آلة الكمان



wind instruments آلات النفخ

string instruments آلات وترية

Adjectives:

traditional تقليدي	modern حديث	popular مفضل

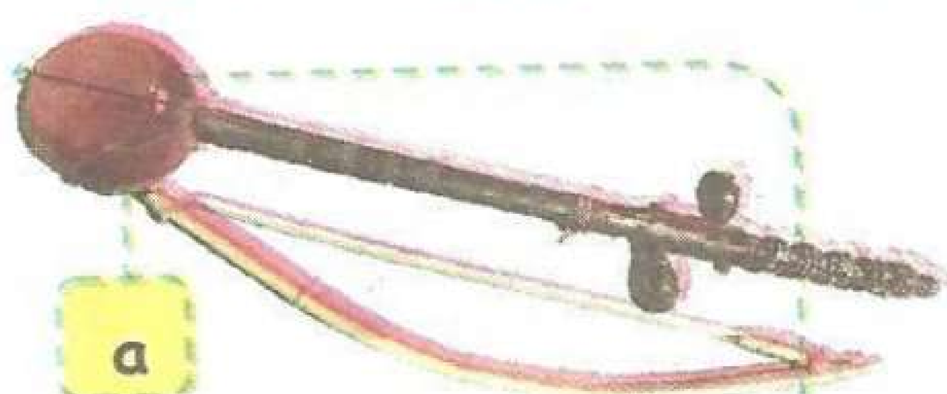
Connect Plus

Read and choose:

1. The trumpet is a **(wind – string – percussion – wooden)** instruments.
2. The **(guitar – shababa – violin – piano)** is a Bedouin musical instrument.
3. The most popular instrument in Bedouin music is the **(qanun – piano – rebaba – guitar)**.
4. Violins are **(wind – string – brass – percussion)** instruments.
5. The **(Oud – Oboe – Rebaba – guitar)** is a wind instrument.
6. Folk musicians from Upper Egypt play **(classic – modern – Saidi – rock)** music.
7. **(Shouting – Crying – Clapping – Jumping)** and drumming is an important part of Nubian music.

Look, read and number:

1) **oboe** – 2) **qanun** – 3) **rebaba** – 4) **ney** – 5) **oud** – 6) **shababa**

a



b



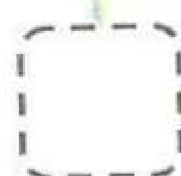
c



d



e



f



Do you know?

Music was important in ancient Egypt, too. We know this because scribes made pictures of musicians playing instruments, and ancient Egyptians put instruments into pyramids.

Comprehension

Read the passage and answer:

There're lots of styles of traditional folk music from different parts of Egypt.Folk musicions from upper Egypt play Saidi music. This type of music uses wind instruments such as the oboe and string instrument such as violins. Singing and drumming is also part of Saidi music. clapping and drumming is an important part of Nubian music. It is mixed with other modern styles of music sometimes. The shabba and the rebaba are the most popular instruments in Bedouin music. It also includes singing, songsare often about special events.

Answer the questions:

1. Who plays Saidi music?

   ....

2. What type of instruments does Said music use?

   ....

Choose:

3. Clapping and (dancing - singing - drumming - moving) is an important part of Nubian music.
4. (Oboe - Oud - Qanun - violin) is a wind instrument.

Read and complete the dialogue:

A : hello, Seif. ....?

B : Hi, Hamdi. I like traditional folk music.

A : What type of instruments does Saidi music use?

B : .... such as violins and

.... such ....

A : ....?

B : Clapping and drumming is an important part of Nubian music.

A : Does Bedouin music include singing?

B : Yes, of course, songs are often about special events.

Connect Plus

Match with the picture

1. Qanun	( )	a) 
2. Oud	( )	b) 
3. Rebaba	( )	c) 
4. Ney	( )	d) 
5. Shababa	( )	e) 

Composition

Look, read and write a paragraph of about five sentences on:

"Traditional folk music in Egypt"

__You may use the following guiding words:__

Egypt - traditional - folk - music / lots of - styles - different - parts - the country / folk - musicians - Upper Egypt - Saidi music / string - instruments - violins - wind instruments - oboe / singing - drumming - important part/



....

....

....

....

....

Writing Lesson 5

Look and read the text about folk dancing in Egypt. Have you seen any of these dances?



Folk dancing has a long history in Egypt. It is linked to the folk music of different areas.

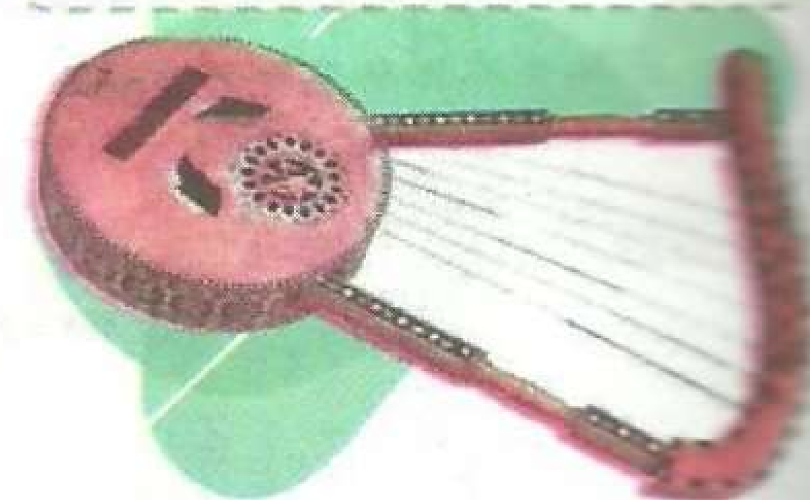
Nubian dancing is lively and colorful. People move their arms and feet to the rhythm of the music.

Raqs Assaya is probably the most famous dance from the Saidi musical tradition. The dancers use sticks (Assaya) and step quickly in special patterns. The Tahtib also from the tradition of Saidi music. The dancers carefully perform a dance with sticks in a way that looks like fighting. Dancers wear special costumes. These can be dark and plain, or bright-colored and patterned.

In the cities alongside the Suez Canal, there are international types of music and dance. Musicians play the simsimeya, a Bedouin instrument, as well as drums.

Vocabulary

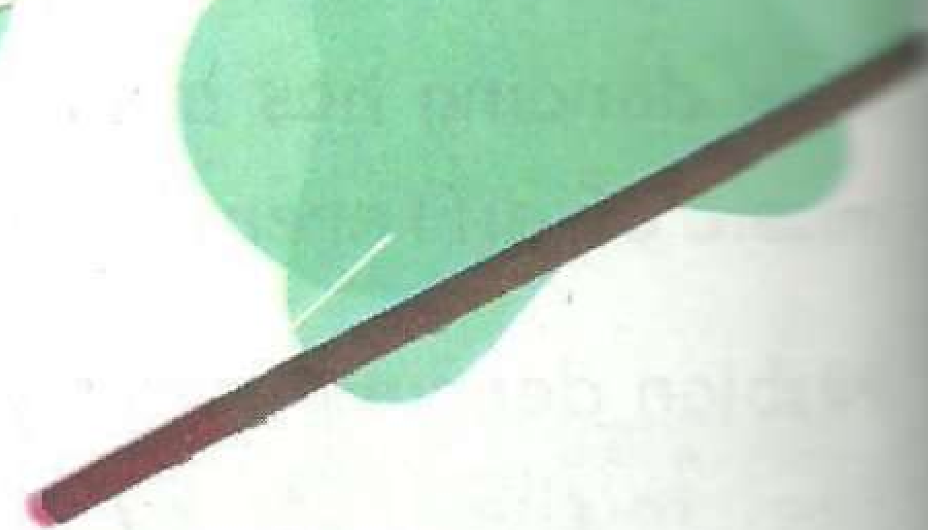
Nouns:

Tahtib رقص بالتحطيب	Raqs Assaya الرقص بالعصاية	Simsimeya ألة السمسمية
		

rhythm إيقاع

Other words:

Nouns:

dancers الراقصين	costumes زي خاص للمناسبات	sticks عصى
		

patterns	أشكال / أنماط	tradition	تقاليد / تراث
fighting	قتال /شجار	alongside	على طول إمتداد

Verbs:

perform يؤدي

Adjectives:

lively ملئ بالحركة والحيوة	bright - colored ألوان براقة	patterned منقوش

Phrases:

is linked to مرتبط بـ

Read and choose:

1. Nubian **(music – dancing – tradition – pattern)** is lively and colorful.
2. **(Raqs Asaya – Fighting – Simsimeya – Drum)** is a famous dance from the Saidi musical tradition.
3. The **(costume – stick – Tahtib – pattern)** is also from the tradition of Saidi music.
4. In the Tahtib, dancers carefully perform a dance with **(instruments – sticks – patterns – areas)** in a way that looks like fighting.
5. Dancers wear special **(suits – uniform – costumes – shoes)**.
6. Alongside the Suez Canal, musicians play the **(rebaba – Simsimeya – qanun – oboe)**.
7. Dancers move their arms and feet to the **(rhyme – rhythm – riddle – ring)** of music.

Look, read and circle the correct word:



Folk / Ballet dance is linked to the folk music of different areas. Nubian dance is **alive / lively** and colorful. Dancers move their arms and feet to the **rhyme / rhythm** of the music. Raqs **sticks / Assaya** is the most famous from Saidi musical occasion / tradition. The dancers use sticks and **step / run** quickly in special patterns. The **fight / Tahtib** is also from the tradition of Saidi music. The dancers use sticks in a way that looks like **hiking/ fighting**. Dancers use special **uniform / costumes**. Alongside the Suez Canal, musicians play the **qanun / simsimeya**.

Writing tip!

When you write a description, use a mixture of adjectives and adverbs to make your writing interesting.

Read and write:

quickly – famous – colorful – bright – carefully

Adjectives	Adverbs
1.	1. ....
2.	2. ....
3.	3. ....

Read the tip. Find and underline the adjectives in the text:

Writing tip!

The first sentence / sentences of a paragraph is called, the topic or introduction sentence. It explains the main idea the main idea of the paragraph. The last sentence in a paragraph usually presents a summary of the topic , in another words. Topic sentence in paragraphs should be developed with facts, definitions, and details.

Read the tip and underline the topic sentence of the text:

Check how the topic sentence is developed.

- Using facts about the topic. ( )
- Using definitions of important words. ( )
- Using more details about the topic. ( )

Write about a type of music or dance you like.

Use adjectives and adverbs to make your text interesting. Develop your topic sentence by adding details, definitions or facts:

....

....

....

....

....

Read and complete the dialogue:

A : Hello, Esraa. Do you like folk dance?

B : Yes, of course.

A : ....?

B : I like Saidi folk dance.

A : What is the most famous dance from Saidi music?

B : ....

A : How do dancers perfrom Raqs Assaya?

B : ....

A : Good luck and goodbye.

B : Bye.

Read and match:

1. In the cities alongside the Suez Canal
2. Folk dance is
3. In Nubian dance, people move their
4. In the Tahtib , the dancers use
5. Dancers wear special costumes

- [ ] a) these can be dark and plain, or bright-Colored and patterned.
- [ ] b) the sticks in a way that looks like fighting.
- [ ] c) musicians play the simsimeya.
- [ ] d) linked to the folk music of different areas
- [ ] e) arms and feet to the rhythm of the music

Connect Plus

Read and rearrange the following:

1. music – the tradition – **The Tahtib** – from – is – of – also – Saidi.

   ....

2. lively – **Nubian** – colorful – and – is – dancing.

   ....

3. Egypt – dancing – a long – has – history – **Folk** – in.

   ....

4. costumes – **Dancers** – special – wear.

   ....

Compositions

Look, read and write a paragraph of **five** sentences

"Types of folk dance"

You may use the following guiding words:

folk dance – history – Egypt / folk music – different – areas / Nubian dance – lively – colorful / people – arms – feet – rhythm – music / Raqs Assaya – famous dance – Saidi music – tradition / dancers – sticks – step – special patterns / The Tahtib – tradition – Saidi music / dancers – perform – a dance – sticks – fighting / dancers – special costumes.



....

....

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....

Project Lesson 6

Vocabulary

Nouns:

location	موقع	geography	جغرافيا
attractions	عوامل جذب	culture	ثقافة

Definitions:

location	a place or position, where something happens or exists
geography	the scientific study of the environment and natural features
history	information about what happened in the past
culture	the traditional art, entertainment, food and music of the people of a country
attractions	what we can do and see in a place

Read and choose:

1. What is the exact (site - location - field - ground) of the sunken ship?
2. We are studying the (geography - science - art - language) of Africa.
3. Egypt offers all kinds of tourist (attractive - attractions - attract - attractively).
4. Folk music and dancing have along (geography - history - science - art) in Egypt.
5. We should teach our children to respect different (attraction - cultures - locations - instruments).

Connect Plus

Write the words that match these senetnces:

culture - history - attractions - geography - locations

1. There're high mountains next to a river.

   ....

2. There's an art exhibitions at the museum on Sundays.

   ....

3. People play traditional music on string instruments.

   ....

4. It's in the north of the country.

   ....

5. People used to make paper from papyrus.

   ....

Make a tourist guide to the place where you'd like to visit. choose a section from the guide each to research.

Review on Unit 3

My community:

community	Neighbourhood	citizenship	tourists
civilization	society	society	

The History of Egypt

The past simple Tense (regular & irregular verbs)
An action happened and finished at a certain time in the past.

Time expressions: yesterday - ago - last - .... - in 2005

Affirmative: Regular verbs + ed / ied / d walk → walked

Irregular verbs "2nd from"

go → went see → saw eat → ate come → came
buy → bought win → won build → built find → found

THE GOVERNORATED OF EGYPT

Red sea Governorate	Aswan High Dam	Alexandria Governorate.
Egyptian Museum	The Sphinx	The Royal Jewelry Museum
citadel of Qaitbay	The Nile	Upper Egypt

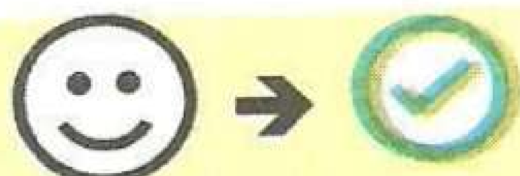
CILL: Muisc

folk music	Saidi music	Bedouin music
Nubian music	The Sphinx	The Royal Jewelry Museum
citadel of Qaitbay	The Nile	Upper Egypt

Writing:

Tahtib	Raqs Assaya	Simsimeya
dancers	costumes	sticks
patterns	tradition	rhythm

Self-Assessment التقييم الذاتي





By the end of this unit, I'll be able to ....

في نهاية هذه الوحدة أستطيع أن ....

3. Say these words أستطيع قول هذه الكلمات

Community		governorates	
Neighborhood		population	
citizenship		traditional	
Hieroglyph		patterned	

3. Read and write these sentences / questions

What do you think of your community?	
What is a dynasty?	
What is the biggest governorate?	
Can you be a tourist guide?	

ملاحظات المعلم
Teacher's notes

....

....

ملاحظات ولي الأمر
Parent's notes

....

....

Review One

Language functions

Supply the missing parts in the following dialogue:

Merna : Hello Sara!
Sara : Hi Merna! How're you?
Merna : I'm great, thanks ....?
Sara : Yesterday, I went to the cinema.
Merna : Who did you go with?
Sara : With my brother, Essam.
Merna : What did you watch?
Sara: : ....?
Merna : Oh! Ahmed Helmy is a great comedian. I like his films very much. I hope you have spent a nice time
Sara : .... thank you.

Vocabulary and structure

Underline the correct word(s) in the brackets:

1. Our brain (steals - controls - eats - carries) everything we do.
2. A\An (vertebrate - invertebrate - digestive - amphibian) is an animal without a backbone.
3. In the (brain - lungs - nose - stomach) the blood is provided with oxygen.
4. We use our digestive system when we (breathe - sleep - eat and drink - run).
5. It was the pharaoh Mena who (destroyed - united - studied - visited) the country of Egypt.
6. This is our school. It's (theirs - ours - yours - hers) .
7. No, this isn't your pen. It's (her - me - their - mine).
8. Snails move very (slowly - slower - slow - slowest).
9. The blue whale is the (bigger - big - biggest - as big as) sea animal.
10. How often (is - did - does - has) Salma go to the gym? - twice a week..

Connect Plus

Rewrite the following sentences using the word(s) in brackets:

1. Mum goes shopping on Saturdays. **(When...?)**

   ....

2. Nagwa is taller than Hayam. **(shorter)**

   ....

3. This is my book. It's mine. **(Whose...?)**

   ....

4. No other player in the team is better than Medhat. **(Medhat is...)**

   ....

5. My dad speaks three languages. **(How many....?)**

Reading comprehension

Read the following passage and answer the question below:

Some people cannot see or hear, so they have different ways to communicate. People who are deaf or have difficulty hearing can learn sign language. Braille is a code which people who are blind or have difficulty seeing can use to read. It has different combination of dots. They can be a letter, number, punctuation mark or word. The person reading can touch the dots to find out what mean. Braille was invented by Louis Braille.

Answer the following questions:

1. What language do people who are deaf learn?

   ....

2. Who was braille invented by?

   ....

Choose the correct answer:

3. Braille code has different combinations of (letters - dots - full stops - figures).
4. Deaf or blind people have different ways to (communicate - eat - sleep - learn).

Writing

Write a paragraph of **five** sentences describing the picture:

Guiding words:

Physical – mental – activities – health benefits – take up – running – cycling – jogging – simple – muscles – strengthen – clear mind....



....

....

....

....

....

Re arrange the following sentences:

1. predators – from – hide – help – to – fish – colors – **Bright** – to

   ....

2. together – **A community** – a group – is – who – of – people – work – live – and.

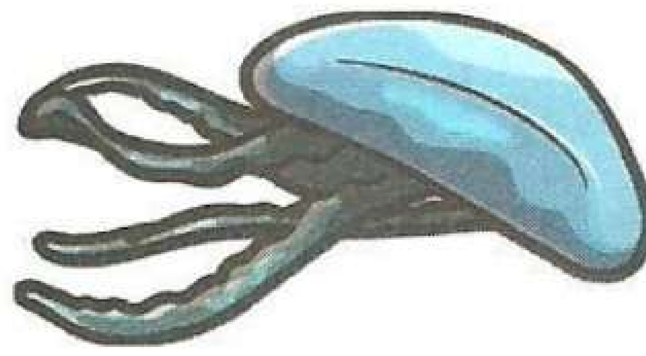
   ....

Write from the box:

beak – fur – lungs – jellyfish – crab – grasshopper



1) ....



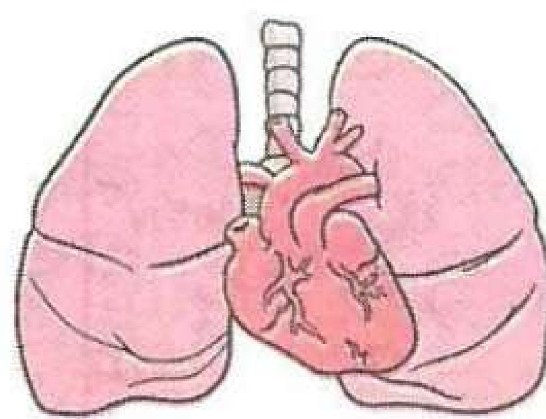
2) ....



3) ....



4) ....



5) ....



6) ....

CORAL REEFS

1. Read and listen. What is a coral reef? Choose the best answer.

a. A brightly colored plant
b. A large area of plants and animals
c. Invertebrates that grow slowly and don't move

What are coral reefs? They look like they are made of planets, but this is wrong. Coral reefs are made of thousands of tiny invertebrates, called polyps. They have a hard exoskeleton, and they don't move – they stay in the same place all the time.



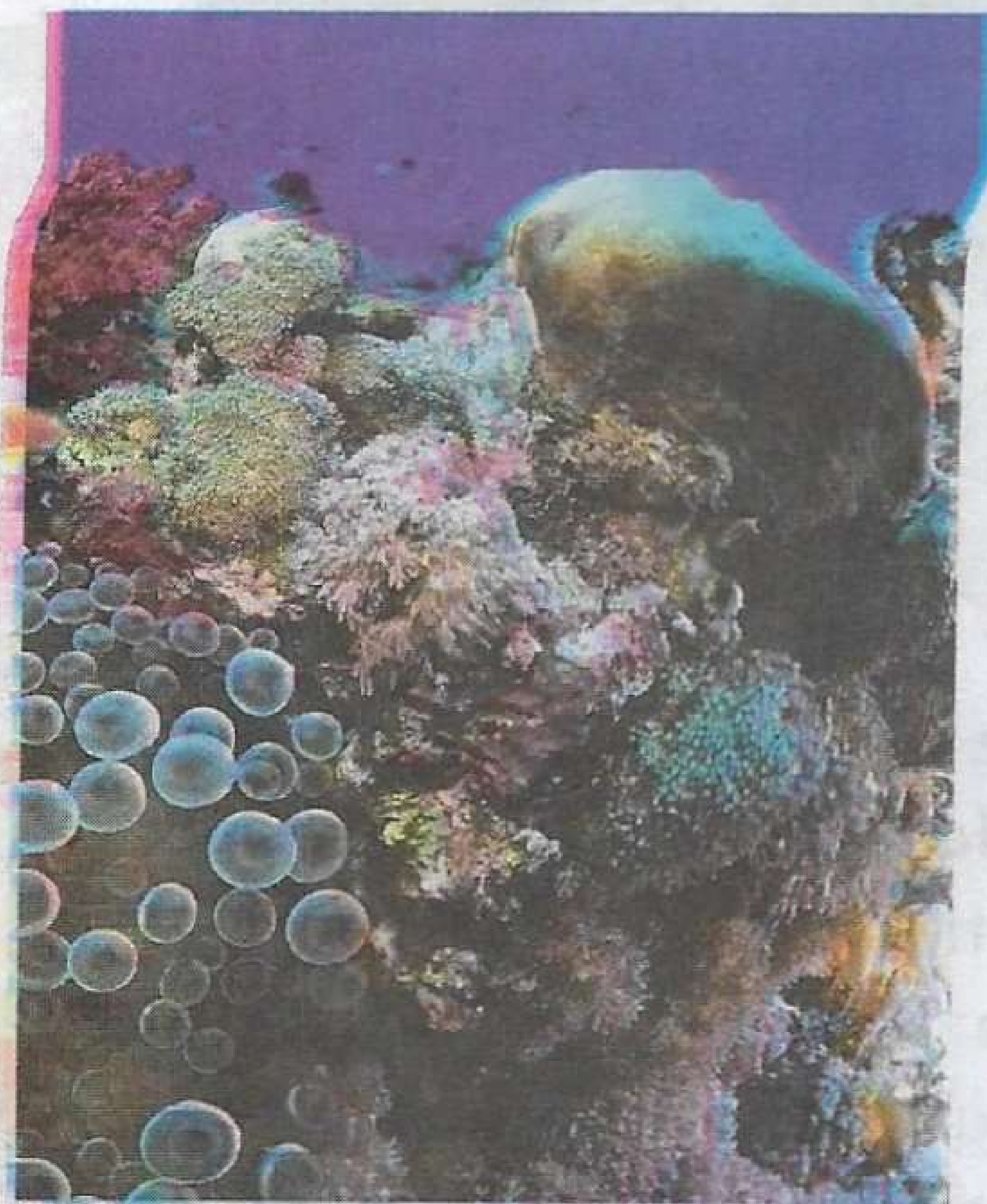
Different species of polyps grow into different shapes and sizes, but they all grow very slowly. They can sometimes grow for more than ten thousand years.



We think coral reefs have very bright colors. However, most coral polyps don't have a color. They have clear bodies and their exoskeletons are white. The color comes from tiny algae that live inside the polyps. It is their bright colors that we can see. In a small part of a coral reef, there are millions of these tiny organisms.



Coral polyps can live in all the oceans around the world, in very cold water and in the warm sea. They only grow together and make coral reefs in warm water. The water must be shallow too, because the reefs need sunlight to live and to grow.



Coral reefs are homes *for many other animals,* so they are very important habitat. Tropical fish often have bright colors so they can hide safely in a reef. It is a type of camouflage. The unusual shapes of coral reefs also give lots of places to hide.

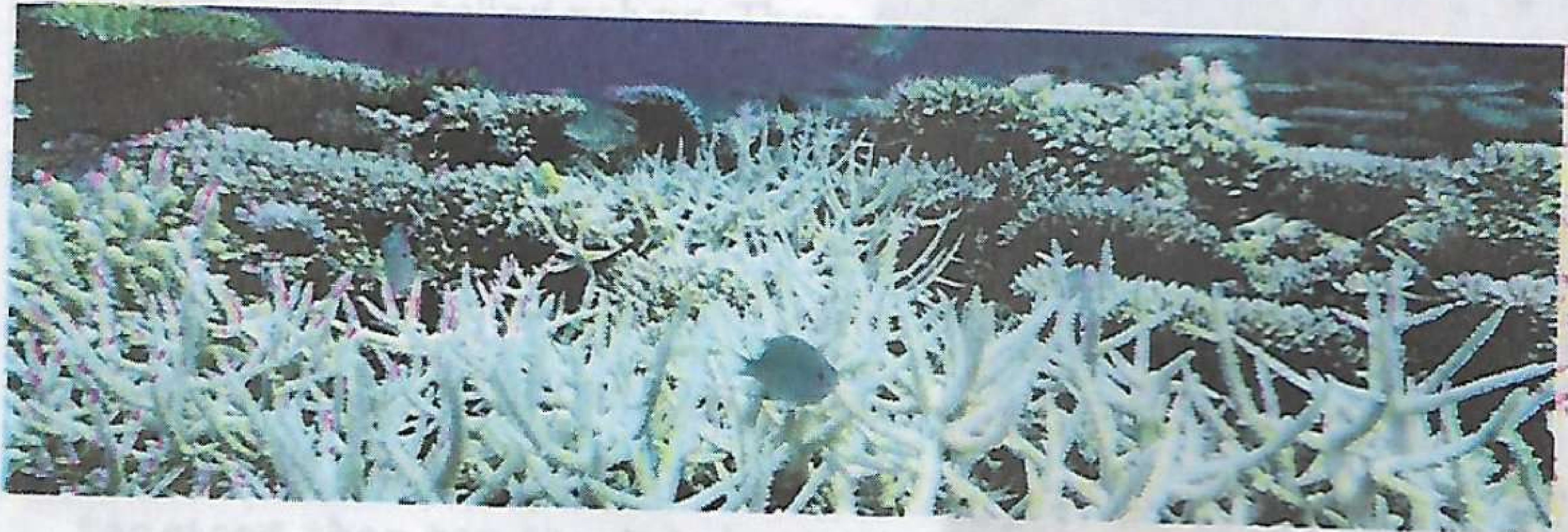
The Red sea coral reef is the largest coral reef system in Africa and the third largest ref system in the world. It is about 4,000 kilometers long, and covers 2,000 square kilometers.

Read. What is coral bleaching

At the moment, the seas and oceans on Earth are getting warmer. This is because of global warming.

When the water temperature rises, thee algae inside the coral polyps leave. The algae give the coral reef its bright colors. So, when the algae leave, the reef is pale and white. This is called coral bleaching.

Coral bleaching can also happen when there is pollution, too much sunlight, or not enough water. When a reef loses its color, the coral dies, and the animals who live in the reef cannot stay there.



In 2020, scientists discovered that some coral reefs in the Red sea can survive changes in the temperature. They are the only types of coral in the world that can do this. The water of the Red sea is warmer than other seas, so the coral in the Red sea does not have the same problem with coral bleaching. Scientists hope that they can use the Red sea coral to protect other coral reefs around the world.

To protect coral reefs we also need to have less pollution in our oceans. We must also work together to reduce global warming. It's important to protect the Red sea coral reef and other coral reefs around the world.

Read again and answer:

1) What causes coral bleaching?

....

2) Why is coral bleaching a problem?

....

3) Why are the Red sea coral reefs different?

....

Defintions

Coral Reefs الشعاب المرجانية

clear	صافي نقي	no color, you can see through it
algae	طحلب	very simple organisms that live in water
shallow	ضحل	not deep
camouflage	تمويه	concealment by mean of disguise
coral bleaching	تبيض لون المرجان	the process when corals become white
ecosystem	النظام البيئي	a biological community of interacting organisms and their physical environment
Polyp	زوائد لحميه	a very small and simple creature that lives in the sea
exoskeleton	هيكل خارجي	a skeleton that is on the outside of an invertebrate's body
organisms	كائنات حيه	a living animal or plant
global warming	الاحتباس الحراري	the increase in the Earth's temperature

Unit 0

Lesson 1&2

Read and choose:

1. teenager 2. compass 3. grassland 4. headlines 5. article
6. magnet 7. syringe 8. nutrients 9. toddler 10. cheetahs

Listen and write:

1. desert 2. macaw 3. lake 4. needle
5. advertisement 6. baby 7. river 8. sloth

Read and match:

1. d 2. a 3. c 4. b

Supply the missing parts in the dialogue:

1. I'm writing an article 2. is it about?
3. Can I read the article

Read, order and write:

1. There're a lot of children in the park.
2. How often does she go to the library?
3. My father used to be a bus driver.
4. How fast can a cheetah run?
5. I don't like much sugar in my tea.

Read, order and write:

1. We used to go to the museum on Saturday.
2. What does it taste like?
3. There's too much water in the cup.
4. They sometimes go swimming after school.
5. How fast can you run?

Look, read and complete the words:

1. helmet 2. interview 3. scan 4. plant 5. soil 6. surgery

Complete the following sentences choosing words from the box:

1. equipment 2. surgery 3. interview 4. disease

Unit 1

Lesson 1

Read and choose:

1. Stomach 2. Lungs 3. blood 4. heart 5. muscles
6. skeleton 7. bone 8. chew 9. swallow 10.

Look, read and write:

1. respiratory system 2. skeleton 3. heart
4. digestive system 5. stomach 6. muscle

Complete with words from the box:

1. bones 2. swallow 3. 3. respiratory system
4. lungs 5. Stomach 6. skeleton

Supply the missing parts of the dialogue:

1. When do we use our respiratory system?
2. The lungs
3. The oxygen in the air is passed to the blood.

Read and answer the following questions:

1. To the stomach. 2. In the lungs.
3. Bones. 4. Five liters of blood.

Look, read and write with words from the box:

1. muscles 2. lungs 3. heart
4. stomach 5. bones

Read and rearrange the following:

1. Bones make us strong and protect our organs.
2. Muscles are attached to the bones.
3. Our heart pumps blood around our body.
4. Our digestive system works when we eat or drink.

Read the passage and answer the questions:

1. When we eat or drink. 2. To the stomach.
3. energy 4. nose

Match the words with the definition:

1. d) 2. e) 3. f) 4. g)
5. c) 6. b) 7. a)

Read and match:

1. f 2. d 3. e 4. g
5. c 6. a 7. b

Read and choose the correct answer in brackets:

1. muscles 2. nose 3. lungs
4. swallow 5. move

Lesson 2

Read and choose:

2. Taste 3. touch 4. smell
5. hearing 6. savory 7. combination

Look, read and write:

1. hearing 2. smell 3. taste 4. sight 5. touch

Read, complete with words from the box:

1. savory 2. communicate 3. deaf 4. sign
5. versions 6. code 7. blind 8. combination

Match the words with the definition:

1. c) 2. e) 3. d) 4. b) 5. a)

Look and write:

1. Braille code 2. sign language

Look, read and tick (✓):

1. a 2. b 3. b 4. a

Rewrite the following with capital letters:

1. I live in Alexandria in Egypt. 2. Magdy speaks English and Arabic.
3. My teacher is called Mr. Baha. 4. Have you ever been to Aswan?

Lesson 3

Look, read and circle:

1. move 2. remember 3. three 4. cerebrum 5. stem
6. senses 7. memories 8. balance 9. joins

Look, read and complete:

1. hemispheres 2. left 3. science 4. problems
5. right 6. creative 7. art

Read and put a circle around irregular verbs and underline the regular verbs:

1. are 2. is 3. smiles 4. looks
5. goes 6. does 7. Likes 8.

Read and write in the present simple tense:

1. We are disappointed. 2. I'm tired.
3. He is angry. 4. Nada has one brother.
5. They do cooking lesson. 6. Hadeer does art class.
7. Hani plays football after school. 8. Nancy reads a story on holidays.

Read and answer:

1. She wants the children to tidy the lounge.
2. He wants to go to the park to run and play.
3. She wants to do something creative.
4. They can draw in the park.
5. Before they do what they want to do.

Lesson 4

Read and choose:

1. Paralympics 2. champion 3. dedication 4. Paralympic
5. National 6. Paralympics 7. Competitions 8. female

Look, and complete the missing letters:

1. Paralympic games 2. medal 3. sitting volleyball 4. runner

Read and complete the dialogue:

1. What are these? 2. They're 3. What does she do?

Read the text and tick (✓) or cross (×):

1. (×) 2. (×) 3. (✓) 4 (✓) 5. (×)

Read and match:

1. (c) 2. (d) 3. (e) 4. (b) 5. (a)

Look, read and complete:

1. Paralympics 2. disabilities 3. Olympics 4. held
5. Parasports 6. athletes 7. take part 8. dedication

Lesson 5

Read, choose and write the best title for each one:

1. (Tips for a healthy diet)
2. (How to start an exercise routine) 3. (unhealthy habits)

Read and match:

1. (b) 2. (c) 3. (a)

Unit 2

Read and choose:

1. Vertebrates 2. Mammals 3. reptiles 4. amphibians 5. scales
6. fins 7. gills 8. beaks 9. warm 10. seeds

Look, listen and write the missing letters:

1. fins 2. gills 3. bird
4. scales 5. feathers 6. fur

Look and write the type of vertebrate:

1. reptiles 2. amphibians 3. birds
4. mammal 5. fish

Read and match:

1. d 2. e 3. f 4. g 5. c 6. b 7. a

Read and complete with words from the box:

1. gills 2. breathe 3. blooded 4. scales
5. fins 6. habitats 7. wetlands

Read and rearrange the following:

1. Birds are warm blooded, but they don't have fur or hair.
2. Mammals feed their babies with milk.
3. Vertebrates are animals with backbone.
4. Reptiles are cold blooded so they have to spend time in the sun to keep warm.

Read the passage and answer:

1. They are animals with a backbone.
2. Mammals give birth to babies.
3. Amphibians
4. gills

Read and complete the dialogue:

1. Which is bigger, the elephant or the ostrich?
2. The ostrich.
3. Because they give birth to their babies and feed them with milk.

Read and match:

1. c 2. d 3. e 4. b 5. a

Write questions which the following are their answers:

1. What are vertebrates? 2. How do fish take in oxygen?
3. Do mammals lay eggs? 4. Why do fish use fins?

Look and write from the box:

1. feather 2. Human 3. feather

Read and choose:

1. hotter 2. bigger 3. smaller
4. faster 5. stronger

Lesson 2

Read and rewrite the following:

1. Ali is younger than Amira.
2. An ostrich is faster than a leopard.
3. No other bird is bigger than the ostrich.
4. Hani is fatter than Adel.
5. No other person in the family is older than my grandma.

Lesson 3

Read and circle:

4. Cold-blooded 5. can 6. and 7. some

Read and match:

1. d 2. e 3. f 4. g 5. c 6. b 7. a

Look and write the missing letters:

1. jellyfish 2. invertebrates 3. crabs
4. snail 5. dragonfly 6. arachnid
7. grasshopper 8. squid 9. octopus

Read and complete with words from the box:

1. backbone 2. cold 3. land 4. Jellyfish
5. protection 6. jellyfish 7. squid

Rewrite the following:

1. Ali runs fast. 2. Sarah drives quickly. 3. Mom cooks well.
4. Hatem paints badly. 5. They read slowly.

Read and complete with a suitable adverb:

1. fast 2. late 3. well 4. slowly 5. easily

Complete by using the adverbs in the box:

1. easily 2. fast 3. slowly 4. well

Read and answer:

1. They're animals that don't have a backbone.
2. Because they can jump move than a meter.
3. arachnid 5. snail

Lesson 4

Read and choose:

1. attract 2. pollen 3. reproduce 4. Primary
5. shades 6. predators 7. prey 8. poisonous

Read and rearrange the following:

1. We can't make primary colors by mixing other colors.
2. The bright flowers attract insects.
3. We can mix red and yellow to make orange.
4. Many predators don't eat prey that are brightly colored.

Look, read and circle:

1. Interesting 2. brightly 3. darkly 4. reef
5. hide 6. bright 7. don't eat 8. poisonous

Read and complete the missing part in the dialogue:

1. Do you like painting?
2. Red, yellow and blue.
3. By mixing the three primary colors in different amounts.

Read the passage and answer:

1. The flowers reproduce. 2. No, we can't 3. orange 4. black

Lesson 5

Read the text and answer the questions:

1. A large flat leaf. 2. A long stem.

Look, read and circle the correct word:

1. soil 2. However 3. leaf
4. stem 5. down 6. seeds
7. float 8. In addition 9. On one hand

Unit 3

Lesson 1

Read and match:

1. c 2. d 3. b 4. a

Read and choose:

1. community 2. neighborhood 3. citizenship
4. mixture 5. society

Read the text

1. family 2. school 3. games

Read and choose:

1. mine 2. ours 3. hers 4. his
5. theirs 6. yours 7. mine

Read and rewrite the following:

1. This neighborhood is mine. 2. Is it yours?

2. These are my crayons, where is hers? 3. It's theirs
3. Your kite flies high. Mine flies high, too.

Read and circle:

1. community 2. the same 3. neighborhood
4. activities 5. family 6. citizenship

Read the passage and answer:

1. A group of people who live and work together in the same place.
2. When you act in a way that is good for your community.
3. neighborhood. 4. activities.

Lesson 2

Read and match:

1. c 2. d 3. e 4. f 5. b 6. a

Look, read and complete with words from the box:

1. separate 2. north 3. joins 4. south 5. flows
6. pharaoh 7. unite 8. controlled 9. powerful 10. dynasties

Read the passage and answer the questions:

1. On stone, wood, metal and papyrus.
2. For the ruling dynasties.
3. pictures 4. tombs 5. schools

Read and complete the missing parts in the dialog:

1. Where were you 2. I watched some
2. What did the ancient Egyptians write on?

Read and choose:

1. watched 2. was 3. had 4. played
5. wrote 6. bought 7. studied 8. lived

Read an rewrite the following:

1. It was cold yesterday.
2. The boat sailed on the lake last Sunday morning.
3. He had lunch an hour ago.
4. She played video games last Friday.
5. I carried an umbrella yesterday.

Read, find and write the past simple tense:

1. caught 2. lived 3. studied 4. arrived 5. had
6. were 7. joined 8. ruled 9. ate 10. built

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Lesson 3

Read the passage and anwer:

1. It's about 2,818 square km. 2. About 6,000,000.
3. The Royal Jewelry Museum. 4. port

Write from the box:

1. Aswans 2. Alexandria 3. Red sea

Read and complete the dialog:

1. I live in Aswan governorate. 2. Where is it?
3. They finished the Aswan High Dam

Lesson 4

Read and choose:

1. wind 2. shababa 3. rebaba
4. string 5. Oboe 6. Saidi 7. clapping

Look, read and number:

a. 3 b. 6 c. 4 d. 5 e. 1 f. 2

Read the passage and answer:

1. Musicians of upper Egypt. 2. Wind and string instruments.
3. drumming 4. Oboe

Read and complete the dialog:

1. What type of music do you like?
2. String instruments such as vilions
3. Wind instruments / as the oboe
4. What is an important part of Nubian music

Match with the picture:

1. b 2. c 3. e 4. d 5. a

Lesson 5

Read and choose:

1. dancing 2. Raqs Asaya 3. Tahtib 4. sticks
5. costumes 6. Simsimeya 7. rhythm

Look, read and circle the correct word:

1. Folk 2. lively 3. rhythm 4. Assaya 5. step
6. Tahtib 7. fighting 8. costumes 9. simsymeya

Read and write:

1. famous 2. bright 3. colorful 1. quickly 2. carefully

Read and complete the dialog:

1. Which type of folk dance do you like ? 2. The Assaya dance.
3. They use sticks and step quickly in special patterns.

Read and match:

1. c 2. d 3. e 4. b 5. a

Read and rearrange the following:

1. The Tahtib is also from the tradition of Saidi music.
2. Nubian dancing is lively and colorful.
3. Folk dancing has a long history in Egypt.
4. Dancers wear, special costumes.

Lesson 6

Read and choose:

1. location 2. geography 3. attractions 4. history 5. cultures

Write the words that match these sentences:

1. geography 2. culture 3. attraction 4. location 5. history

Review 1

Supply the missing parts in the following dialogue:

1. Where did you go yesterday? 2. A comedy by Ahmed Helmy?
3. It was real fun.

Underline the correct words (s) in the brackets:

1. controls 2. invertebrate 3. lungs 4. eat and drink
5. united 6. ours 7. mine 8. slowly
9. biggest 10. does

Rewrite the following sentences using the word(s) in brackets:

1. When does Mum go shopping? 2. Hayam is shorter than Nagwa.
3. Whose book is this? 4. Medhat is the best player in the team.
5. How many languages does your dad speak?

Read the following passage and answer the question below:

1. The sign language. 2. By Louis Braille. 3. dots 4. communicate

Rearrange the following sentences:

1. Bright colors help fish to hide from predators.
2. A community is a group of people who live and work together.

Write from the box:

1. beak 2. jellyfish 3. crab
4. grasshopper 5. lungs 6. fur

Khayameya Summer

صيف الخيامية

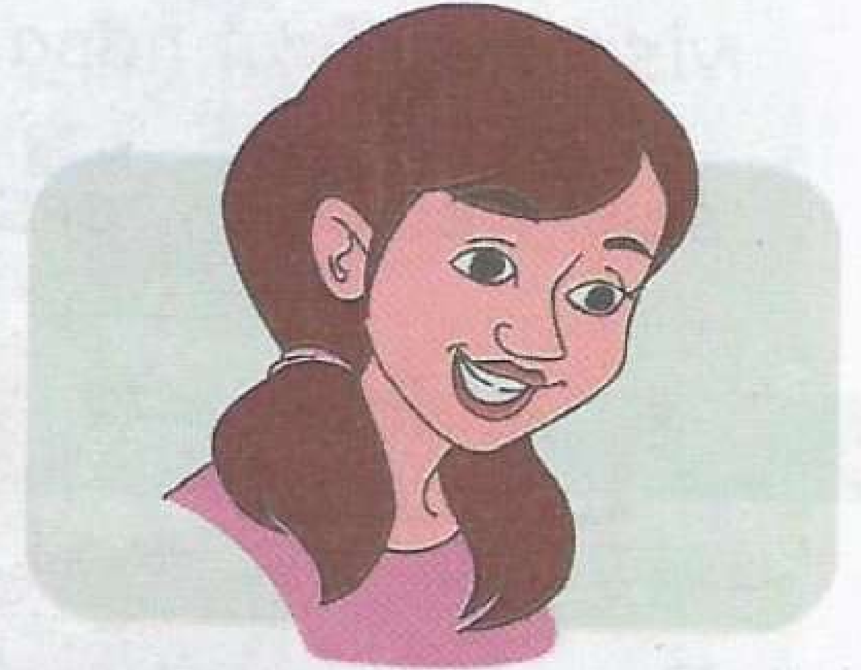


Objectives:

- To listen to and read a story.
- To identify key words from the story.
- To identify the story characters.
- To identify the sequence of events.

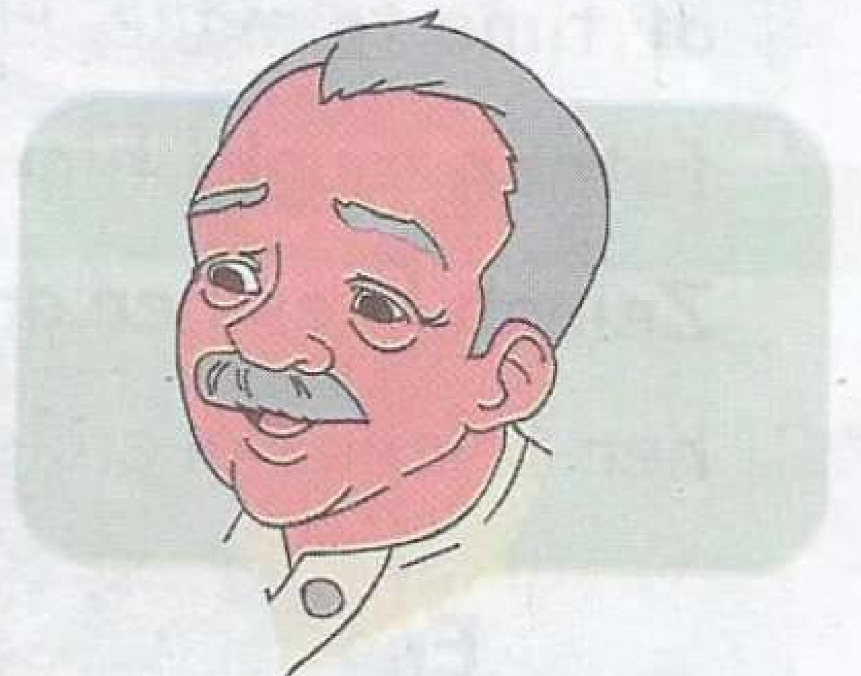
Story Map

Main Characters:



Zeinab

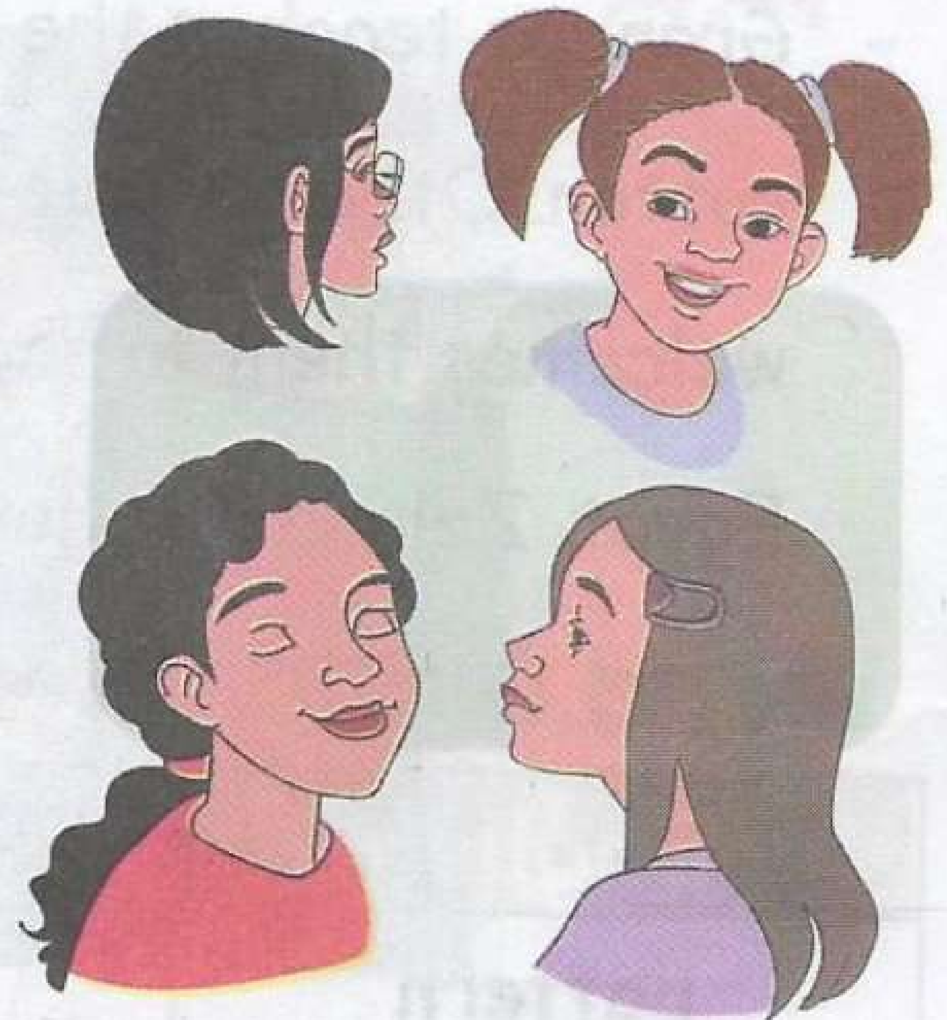
- a school girl who feels bored during the summer holiday. She decides to visit her grandpa who is a tent maker.



Grandpa

- a tent maker who is sad because his eyes are not very good. He finds difficulty is sewing. He is happy when Zeinab offers to help him.

Minor Characters:



Other characters

- Zeinab's friends, Rasha, Lobna and Doha. They are clever and want to learn about Khayamya.

Places: all around Egypt.

- زينب : زينب تلميذة تشعر بالملل خلال الأجازة الصيفية فتقرر زيارة جدها الذي يقوم بصنع الخيام.
- الجد (جد زينب): صانع الخيام الذي يشعر بالحزن لأن عينيه ليست على مايرام. فهو يجد صعوبة في الخياطة وأصبح سعيدًا عندما عرضت عليه زينب أن تساعده.
- شخصيات أخرى: أصدقاء زينب, رشا ولبنى وضحى. بنات مهرة ويريدون تعلم حرفة الخيامية.

Aim of the story:

Beginning
بداية القصة

- Zeinab feels bored during the summer holiday. She decides to visit her Grabndpa who is a tent maker, but he can't see well to sew. Zeinab offers to help her Grandpa who will teach her.

Middle
منتصف القصة

- Zeinab loves the pictures with flowers. It takes her grandpa a lot of time to make. Her grandpa makes everything by hand. His father taught him to sew and he become a Khayameya artisan. Zeinab likes her grandpa's designs very much. She suggests that her friends are clever and can help.

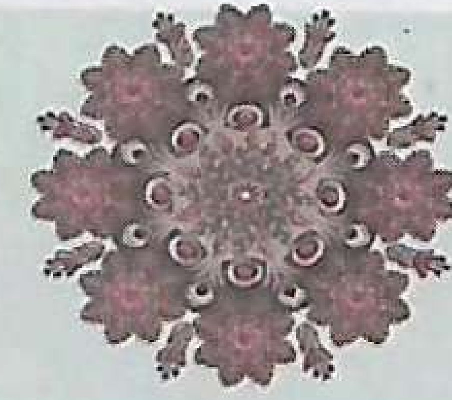
End
نهاية القصة

- Grandpa teaches the girls how to make patterns with layers of cotton. Other people come to learn about khayamea and grandpa welcomes them to the khayamyea school which is travelling all around Egypt. Zeinab and her friends are happy with this summer holiday.

Word Dictionary:

English	Arabic	English	Arabic
pattern	شكل	design	تصميم
change (his) mind	يغير رأيه	work out	يحل / يحسب
		join	ينظم

Picture Dictionary قاموس الصور

artisan حرفي	geometric patterns أشكال هندسية
	
Lotus flower زهرة اللوتس	layer طبقة
	
sew يخيط	stitch غرزة خياطة
	

Look and read: إنظر واقرأ



Zeinab was bored. It was the second week of the summer holiday.
Zeinab said, 'Let's go visit Grandpa'
Her mother said, 'yes, he's sad at the moment. I think you can help him

- كانت زينب تشعر بالملل. لقد كان الاسبوع الثاني من العطلة الصيفية, أقترحت زينب زيارة جدها ووافقت أمها على الإقتراح قائلة "أنه يشعربالحزن حاليًا وأنها تعتقد أن زينب يمكنها مساعدته"

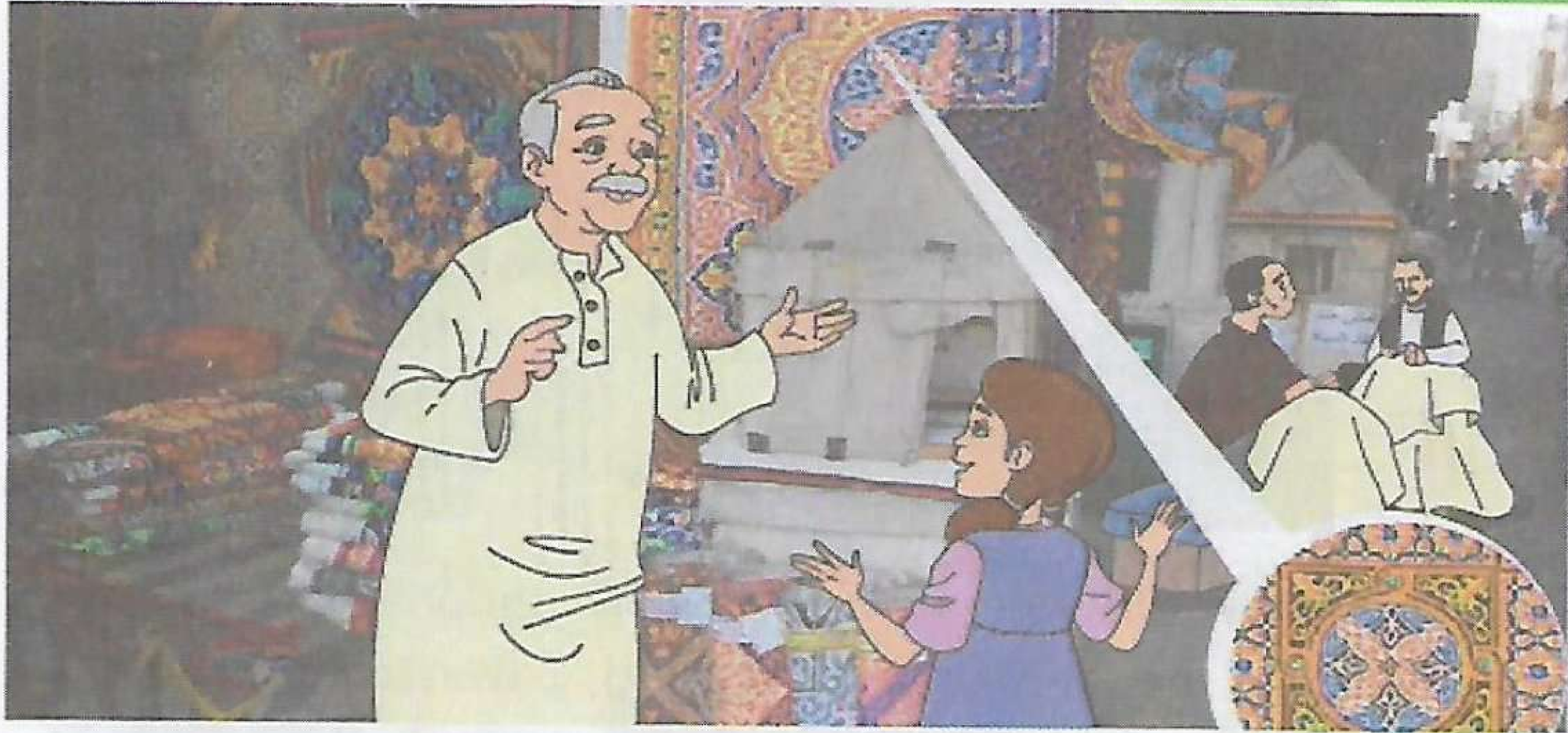


Zeinab got off the train. There was her grandfather and grandmother!
Her grandparents were very pleased to see her.



After tea, Grandpa said, "My eyes are not very good now. It's difficult to work. I can't see to saw. I think I will have to stop making things." Grandpa was one of the Tent Makers. He was one of the best artisans in Khayameya Street. Zeinab said, "Oh no! You can't stop! You make such beautiful things!"

- وبعد الشاي قال الجد: عيناني ليست بخير الآن. من الصعب أنا اعمل لا أستطيع أنا أخيط أعتقد انني أتوقف عن صنع الأشياء. كان الجد من احد صناع الخيام كان من افضل فنانين شارع الخيامية. قالت زينب لأ! لايمكنك ان تتوقف فأنت تصنع اشياء جميلة.
- نزلت زينب من القطار وكان في إنتظارها جدها وجدتها اللذين كانا سعداء برؤيتها. وبعد تناول الشاي قال الجد "أن عيني ليست بحالة جيدة الآن ومن الصعب العمل. أنا لا أستطيع أن أرى لكي أخيط. أعتقد أنني سوف أتوقف عن صناعة الأشياء" كان الجد واحدا من صُناع الخيام وكان من أفضل الحرفيين في شارع الخيامية. قالت زينب "لا, لا يمكنك أن تتوقف. فأنت تصنع أشياء جميلة".



Zeinab and her grandfather visited the shop.
Zeinab said, 'Oh look! I love this big picture with all flowers! Did you make it, Grandpa?
'Yes, it took me nearly four months. It's made of thousands and thousands of small stitches. I measured and cut all the pieces by hand, 'said Grandpa.
'All by hand? That's amazing!"



'What's your favorite design Grandpa?' asked Zeinab
'I like sewing lotus flowers and geometric best, and also like sewing birds. I use my best stitching on the patterns, but my eyes are not good now. It is sad for me.'
'I wish I could sew and help you,' said Zeinab.
Her grandfather smiled. 'I can teach you. Do you want to learn?'
'Oh, yes please!' said Zeinab.

- قامت زينب مع جدها لزيارة المتجر. قالت زينب بتعجب "انظر, أنا أحب هذه الصورة الكبيرة بكل الأزهار. هل قمت بصناعتها يا جدي؟". فأجاب الجد "نعم لق أستغرقت صناعتها مني أربعة أشهر تقريبا. فهمصنوعة من آلاف وآلاف الغرز الصغيرة. لقد قمت بقياس وقص كل القطع يدويا". تعجبت زينب قائلة "كلها يدوي؟ هذا مذهل!"
- سألت زينب جدها "ماهو تصميمك المفضل يا جدي؟" فأجاب الجد "أحب خياطة زهور اللوتس والأشكال الهندسية جدا وأحب أيضا خياطة الطيور" ثم أكمل "لقد استخدمت أفضل عمل غرز على الأشكال, لكن عيني ليست بحالة جيدة الآن وهذا يحزنني" ردت زينب قائلة "أتمنى أن أكون أستطيع الخياطة لأساعدك" فابتسم الجد قائلا "أستطيع أن أعلمك فهل تود التعلم؟" قالت زينب "نعم من فضلك"



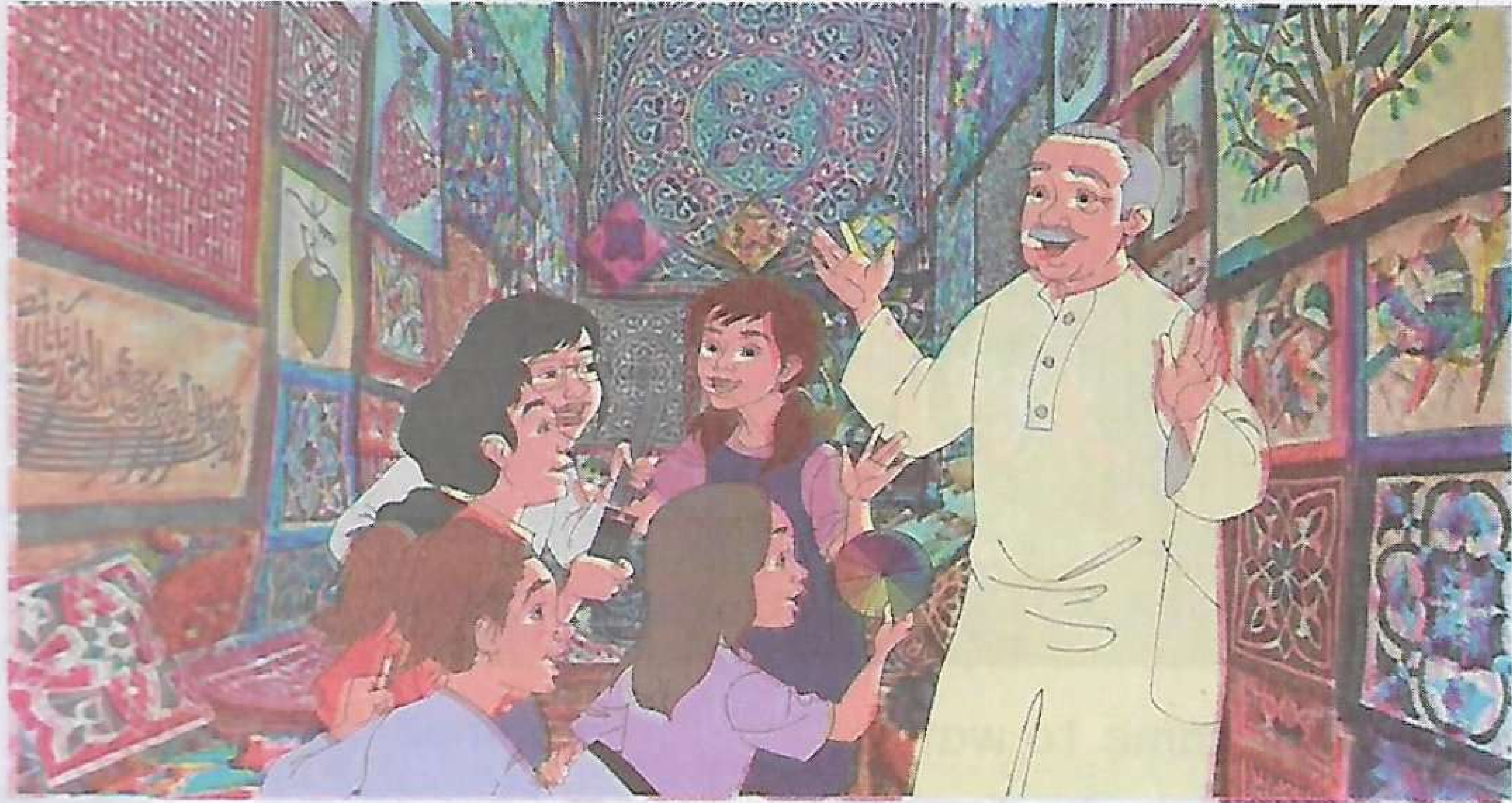
Zeinab asked, 'How did you learn to sew, Grandpa?'
'My father taught me. When I was a child, I wanted to be an engineer or a teacher, but I changed my mind. My father taught me to sew. My grandfather taught my father before that! I become an artisan, and I love my job, 'answered Grandpa.

Zeinab said, 'You design and measure the patterns. You choose the colors. I think you are an engineer, an artist, and good at math! And now you are my teacher, too



Zeinab said, 'Grandpa, I have an idea. My friends are very clever. I think they want to learn about Khayameya, too.
Rasha is great at math and working out problems. Lobna invents things all the time and has good ideas. Doha makes amazing art and Engyn can help you show us all how to sew. She makes beautiful things.
Let's call them!

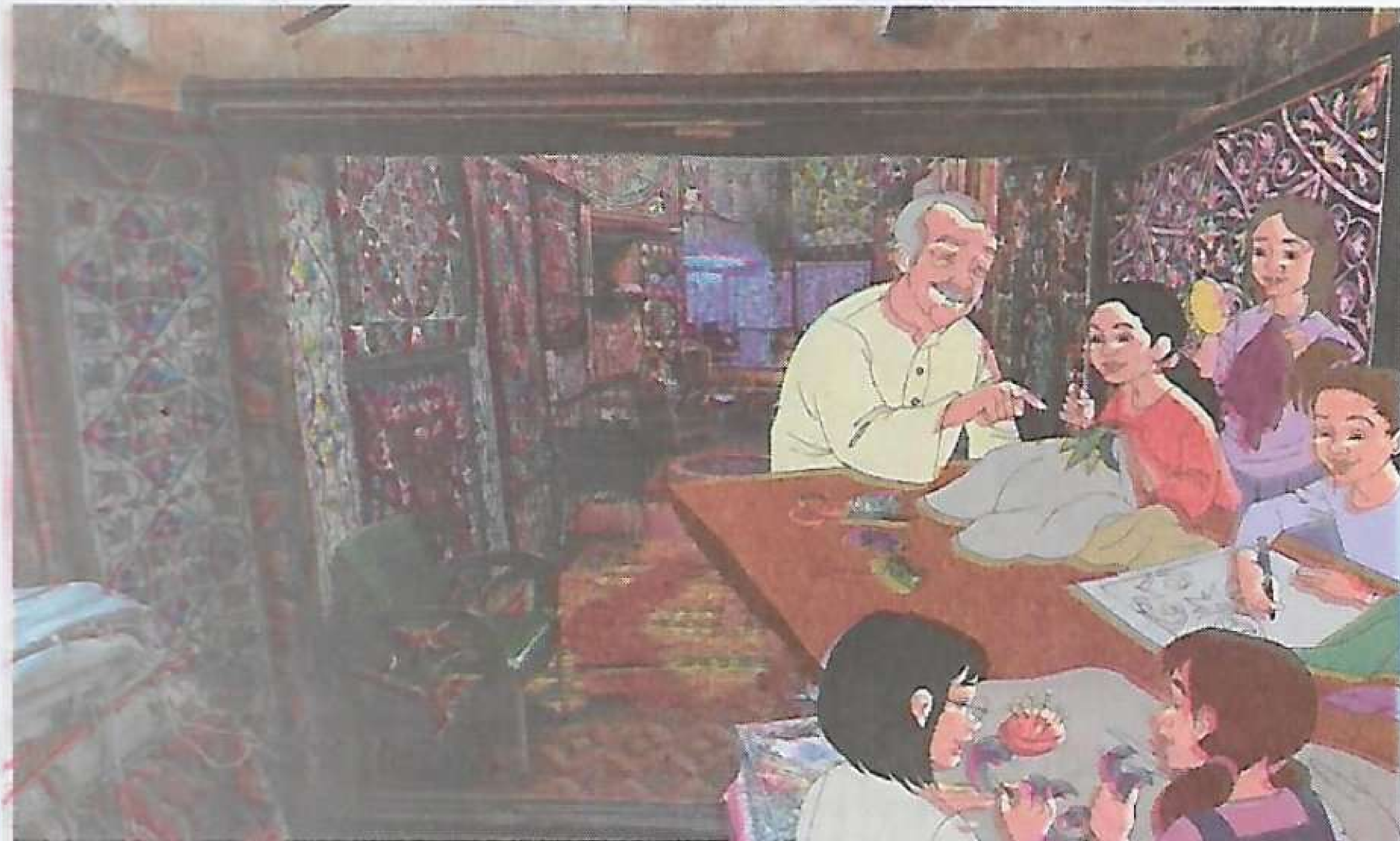
- سألت زينب جدها "كيف تعلمت الخياطة؟" فأجابها "لقد علمني أبي عندما كنت طفلا, كنت أريد أن أكون مهندسًا أو معلم لكني غيرت رأيي. وعلمني أبي اكيف أخيط. وعلمه جدي قبلها. وأصبحت حرفي خياميه وأنا أحب وظيفتي" قالت زينب "أن تصمم وتقيس الأشكال. وأنت تختار الألوان. أعتقد أنك مهندس وفنان وماهر في الرياضيات. الآن أنت معلمي أيضًا"
- قالت زينب "لدي فكرة يا جدي. صديقاتي ماهرات جدًا. أعتقد أنهن يردن أن يتعلمن الخياميه أيضًا. رشا ماهرة جدًا في الرياضيات وحل المسائل, ولبنى تخترع أشياء طوال الوقت ولديها أفكار جيدة, وضحى تتصنع فن مذهل. أما إنجي, فهي تقوم بعمل أشياء جميلة. دعنا نتصل بهم!



Zeinab's friends arrived.

'We're here! Let's learn something new.'

Granbdfather said, 'Welcome girls. Thank you for coming! We make the patterns with three layers of cotton put them together like this....'



Grandfather said, 'Zeinab you have such clever friends! What a good idea!'

Rasha answered, 'We like learning new things, and we have a great teacher!'

- وصل صديقات زينب وقالوا "نحن هنا. دعونا نتعلم شيئًا جديدًا. قال الجد "مرحبًا بالبنات, أشكركم على كجيئكم, نحن نصنع الأشكال بثلاثة طبقات من القطن ونضعهم سويًا هكذا...
- قال الجد "زينب! أنت عندك أصدقاء ماهرين جدًا. يالها من فكرة جيدة" فأجابت رشا قائلة "نحن نحب تعلم أشياء جديدة ولدينا معلم عظيم"



Other people came to watch.
They said, 'that looks fun. Can we try?'
Zeinab's grandfather said, "Welcome! Come and join us!"

Grandpa said, 'Zeinab, look at all these people! They all want to learn about Khayameya! I'm so happy!'



Zeinab said, 'lots more people wants to learn too. People in many places all around Egypt want you to teach them.
Khayameya School is travelling all summer! Next, we are going to Ismailia, then Tanta and Marsa Matrouh! What a wonderful summer holiday! Thank you, Grandpa!'
Grandpa laughed, 'No, thank you Zeinab!'

- أتى آخرون أتوا ليشاهدوا قائلين "هذا ممتع, هل يمكننا أن نجرب؟" فقال جد "مرحبًا, تعالوا وانضموا إلينا" ثم أضاف "زينب أنظري إلى كل هؤلاء الناس. جميعهم يريدون أن يتعلموا الخيامية, أنا سعيد جدًا". قالت زينب "المزيد من الناس يريدون أن يتعلموا أيضًا. الناس في كثير من الأماكن في جميع أنحاء مصر يريدون أن يتعلموا منك. مدرسة الخيامية ستسافر طوال الصيف. بعدها, سنذهب للإسماعيلية ثم طنطا ومرسى مطروح. يالها من عطلة صيفية رائعة, أشكرك يا جدي" ضحك الجد قائلاً "لا, بل الشكر لك يا زينب"

Questions with Answers

Page 110:

Questions & answers:

1. How did Zeinab feel?
- She was bored.
2. What does her mother think?
- She thinks that Zeinab can help her grandpa.

Complete the sentence:

3. It was the .... holiday.
- second week of the summer.
4. Yes, he is ....
- Sad at the moment.

Page 111:

Questions with answers:

1. What does grandpa think? Why?
- He thinks he will have to stop making things because he can't see to sew.

Complete the sentence:

1. Grandpa was one of .... street.
- The best artisans in Khayameya.
2. "Oh, no!" you can't stop! you ....
- make such beautiful things.

Page 112:

Answer the questions:

1. How long did the big picture take grandpa to make?
- Nearly four months.
2. What was the picture made of?
- Thousands and thousands of small stitches.

Complete the sentences:

3. I measured and .... hand.
- cut all the pieces by
4. I love this big ....!
- picture with all the flowers.

Connect Plus

Page 113:

Answer the questions:

1. What is grandpa's favourite design?

- Sewing lotus flowers and geometric patterns.

2. What did he use on the patterns?

- He used his best stitching.

Complete the sentences:

3. I can teach you. Do ....?

- you want to learn.

4. I wish I ....

- could sew and help you.

Page 14:

Answer the questions:

1. Who taught grandfather to sew?

- His father.

2. What did he want to be when he was a child?

- An engineer or a teacher.

Complete the sentences:

3. I think you are .... math.

- an engineer, an artist and good at.

4. I became a .... job.

- Khayameya artisan and I love my.

Page 115:

Answer the questions:

1. What is Rasha great at?

- She is great at math and working out problems.

2. What does Doha make?

- She makes amazing art.

3. I think my friends ...., too.

- want to learn about Khayamea.

Page 116 & 117:

Answer the questions:

1. How many layers does grandpa make the patterns with?
- Three layers of cotton

Complete the sentences:

2. We like learning ………………………, ………………………
- new things, and we have a great teacher.

Page 118 / 119:

Answer the questions:

1. What does Zeinab thank her grandpa for?
- For the wonderful summer holiday.
2. Why is grandpa happy?
- Because a lot of people come to learn about Khayameya.

Complete the sentences:

3. Khayameya school is ………………………
- travelling all summer
4. That's look fun. Can ………………………?
- we try

General Exercises

Answer the following:

1. What was Zeinab's grandfather?
………………………………………………………………………
2. Why did grandpa decide to stop making things?
………………………………………………………………………
3. How was Zeinab during the second week of the summer holiday?
………………………………………………………………………
4. What's grandpa favourite design?
………………………………………………………………………

5. How long did it take grandpa to make the big picture in the shop?

   ....

6. What did he want to be when he was a child?

   ....

7. What did Zeinab want to learn? Who was going to teach her?

   ....

8. What did grandpa show the girls?

   ....

9. When did grandpa feel happy?

   ....

10. What did Zeinab thank her grandfather for?

    ....

Complete the sentences

1. People in many places all around ....
2. We like ...., and we ....
3. They all want to .... I'm ....
4. "We're here! Let's ....
5. Rasha is .... and ....
6. When I was a child, I wanted to .... or a ....
7. And now you ...., too.
8. I became a Khayameya .... and I ....
9. I like sewing .... and .... best, and I also .... birds.
10. I love this ....! Did you .... grandpa?